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ABSTRACT

This booklet contains a set of elementary and secondary social studies performance objectives for the state of Michigan. In the introduction, the developers comment that the objectives are to be considered as minimal, and that most students will move beyond them. The objectives stress social studies skills and concepts; they are relatively content free. This allows schools to have varied curriculum according to local needs and preferences. In the booklet the objectives are presented in three groups: early elementary (grades one to three), later elementary (grades four to six), and secondary (grades seven to nine). They are terminal objectives, which means that students should have acquired the skills by the end of each level. On each page objectives are listed in one column with accompanying comments and sample test items in an adjacent column. The test items are included for clarification only. They are not necessarily valid and reliable evaluation items. Both levels of elementary objectives fall into 18 broad categories, including concept formulation; participation in group discussion and activities; problem solving; comparative cultures; and environmental awareness. The 49 secondary objectives are categorized by skills: social-affective, thinking, social science, occupational, and those relating to specific social science concepts. (AV)

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minimal performance objectives for Social Studies education in michigan

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MICHIGAN DEPARTMENT OF EDUCATION
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JOHN W. PORTER
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

Over two years ago, as a part of a program for educational accountability, the Michigan Department of Education began the rather formidable task of developing pre-school through twelfth grade performance objectives for the various subject matter areas; and as Superintendent of Public Instruction it is with a good deal of pleasure that I am able to report that the Social Studies objectives are now available and are ready to be distributed throughout the state. We hope that this document containing a complete listing of the objectives will be a useful reference to educators everywhere in Michigan; and we hope also that making these performance objectives available at the state level will help us to guarantee that all boys and girls in Michigan, regardless of where they live or what school they attend, will attain at least a minimal level of competency in social studies.

These performance objectives have been long in the preparation. Defining minimum levels of competency is always an extremely difficult and time-consuming task. The preparation of these sets of minimal competencies has been a particularly lengthy process in this case because we have involved large and representative groups of teachers and social studies specialists throughout the state in preparing and reviewing them. We believe that if objectives issued from the state level are to have viability, this kind of massive involvement is absolutely essential. Thus, since we began with this task, these objectives have been considered by numerous advisory groups and councils, local curriculum committees, grade commissions, professional organizations, and various referent groups. We can say, therefore, that they do represent the consensual thinking of both social studies educators and educators in general throughout the state.

Perhaps it should be stressed again that these objectives are designed to represent minimal levels of expectancies in social studies. School districts will want their students to move far beyond these minimums.

It surely would be appropriate for me, at this point, to speak for the State Board of Education and thank the people who have been involved in this effort. I cannot possibly list all of those who have labored long and hard with this document, but the efforts of all these people are greatly appreciated. I do wish to extend our thanks particularly to the members of the Michigan Council for the Social Studies for their assistance in the development of these objectives. Also, I want to commend Dr. Robert L. Trezise, who was the Social Studies specialist in the Department at the time these objectives were developed, for his outstanding work. Mr. Eugene Cain is now the Department's Social Studies Specialist.

John W. Porter
Superintendent of Public Instruction

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INTRODUCTION

This booklet contains a set of elementary and secondary social studies objectives. In order to understand these objectives, it is important for the reader to consider the following points about them:

1. *Those who have helped develop the objectives.* The goals and objectives contained in this document represent the thinking and contributions of large numbers of persons in Michigan, both social studies specialists and educators in general. Initial work on the objectives was begun in the spring of 1971; and since that time, this document has gone through literally dozens of drafts and has been presented for the purpose of criticism to hundreds of people in all parts of the state. In addition to a large number of individuals who have contributed to the development of these objectives, a task force selected by the Michigan Council for the Social Studies also made valuable contributions which have become a part of this document.

2. *Relation to common goals.* These objectives have been based upon the goals stated in the *Common Goals of Michigan Education.* Each of the goals contained within the Goal Area of "Citizenship and Moralilty" has been covered in the objectives, and virtually every goal in the "Student Learning" Goal Area.

3. *Format of the objectives.* The format of the objectives is consistent with the format followed in the other instructional areas. That is, the objectives are defined under "topics," or broad purposes. This has been done to suggest that specific student performance objectives should always be stated in terms of broader objectives, and the broad objectives should be stated in terms of general goals. Hence, the social studies student performance objectives appear under broad social studies goals or topics, and these topics are related to the still broader "Common Goals." It will be the task of the local districts that wish to use these objectives to define their still more specific objectives within the context of these state objectives.

The Examples and Comments column — the one that contains the most printed material — presents examples of possible evaluation approaches in terms of the stated objectives, and also contains various comments on the objectives. The purpose of the items presented in this column is *only to clarify the objectives themselves.* The reader should certainly not assume that these evaluation items will or should appear on a state assessment battery, or that they should be used as they are for evaluation purposes at the local level. None of these items have been tested for reliability or validity — although, of course, we would assume that they have some face validity. But the point needs to be stressed that they appear here for the sake of the reader of the objectives to further clarify the meaning of the objectives.

Further, it will undoubtedly be apparent that some of the items may be either too easy or too difficult. Since these items have not been tested out in any way, this may very well be true. But since they have been designed in order to be of assistance primarily to the reader, the degree of difficulty of the item is not terribly vital — although an attempt has been made to make the early elementary test items more simple than the later elementary items.

Not that these evaluation approaches are definitive by any means, but they are, we feel, in the spirit of the objectives themselves.

One further point needs to be made about this second column. If and when the time does come to develop assessment items based on these objectives, it would be hoped that the test developers will use the *kinds of approaches* suggested in the items in this column as a model for their items.

4. *The grade levels of the objectives.* The social studies objectives are divided into three groups: the early elementary objectives are stated as terminal objectives *for the end of the third grade.* In other words, we would hope that by the end of the third grade, the boys and girls in Michigan would have attained these minimal objectives. The later elementary objectives are stated as terminal objectives *for the end of the sixth grade.* These are skills and objectives that we would hope children would have acquired by the end of the sixth grade. The secondary objectives are stated as terminal objectives *for the end of the ninth grade.* These are the skills and objectives that we would hope students would have attained by the end of the ninth grade.

The first section of this booklet contains the elementary objectives, the second part the later elementary, the third part the secondary objectives. Eighteen topics or goal areas are presented at both the early and later elementary levels. Indeed, these eighteen broad areas are the same at both levels; what differs is the degree of attainment to be achieved at the two levels. At the secondary level, 49 goal areas

have been presented. These secondary objectives may be categorized on the basis of the following:

Topics 1-10 Social-Affective Skills
Topics 11-16 Thinking Skills
Topics 17-24 Social Science Skills
Topics 25-29 Occupational Skills
Topics 30-49 Skills in Regard to Certain Concepts

These five topic areas are also contained within the eighteen elementary social studies goals.

5. *Minimal expectancies.* These objectives must be looked upon as *minimal.* It would be desirable if all of the children and youth of Michigan could acquire at the very least the social studies objectives that are contained here. Most schools will hope that their students would move beyond these skills, and this is as it should be. Therefore, when the reader notes that this or that social studies skill does not seem to appear, he must remember that it need not be left out where he teaches. These objectives define the base level in social studies. But while students can and should move beyond this minimal level, those who helped develop these objectives feel that they do represent skills that represent a very sound grounding in the social sciences.

6. *Skills and concepts.* These objectives stress social studies *skills* and *concepts.* They are relatively "content free." It would not be appropriate for state objectives to state what specific information the youngsters should acquire, at least in the level social studies. The content used for teaching the skills and concepts should be identified by the local districts and the individual classroom teacher. Some districts may want their youngsters to learn about Argentina; other districts may wish to stress Brazil or India. In other words, content used may — in fact, should — vary. However, objectives that focus on skills and concepts do not mean that the students should not acquire information. There is really no such thing as a purely "process" curriculum, even if someone should want such a thing; processes can only be acquired through use of content. In other words, while the stress in these objectives is on certain skills and concepts, it is assumed that in acquiring these skills and learning about these concepts, the youngsters will also acquire a good deal of information. Indeed, teachers who stress processes over the information itself may actually produce students who know more information than teachers who go straight to the content and teach it, for its own sake.

In regard to the above, the student who has a rich background of information in the social sciences will probably do better on the evaluation items than youngsters who do not. Although the objectives do not expect the student to recall specific factual material, a general fund of information would obviously be of value to the student, if he were called upon to respond to the evaluation items.

7. *The reading problem.* The reader will note that the student who is a good reader will have an advantage over the student who is not. This is undoubtedly true. Reading skills are so valuable it *is* difficult to get around that fact. However, students who do not read well may acquire many of the social studies objectives contained in this document by observing social phenomena, by viewing films and filmstrips, by listening to tapes, by taking part in discussions and class activities, and so forth. In many cases, material can be read to the students — and perhaps an assessment battery in the social studies should, even on the secondary level, be read to the students.

8. *Over-lap in the objectives.* The reader will also observe a great deal of over-lap in these objectives. Skills acquired through one objective will relate strongly to skills in other objectives. This is as it should be. For example, in focusing on a particular concept, the student will obviously use skills included in other objectives. Over-lap also occurs between objectives contained in this volume and objectives stated in other curriculum areas, particularly in the areas of Communication Skills and Science.

9. *The use of the term "Skill"* Within the Performance Objective column the reader will note that frequently several skills are noted. For example, Skill I, Skill II, Skill III, etc. These are discrete terminal skills and should not be considered hierarchial. This simply means that by the end of the third, sixth, or ninth grade, students should have acquired Skill I, Skill II, Skill III, and so forth. It could not be assumed that Skill I, for example, would be focused on in first grade, Skill II in second, and Skill III in third. Often the skills are so closely related that though they are separated in the objectives, the student would acquire them concomitantly.

10. *The use of these objectives at the local level.* How may these objectives be used at the local level? The answer is simply this: when social studies teachers sit down together in their school buildings to develop performance objectives, it would be hoped that these state objectives will be of great use to them in developing their own objectives. Defining performance objectives is a difficult and time-consuming task, and if teachers at the local level can have objectives to base their work upon — objectives that

represent the thinking of a large number of people throughout the state — this can hardly help but be an extremely valuable resource for them. The locally developed objectives will undoubtedly go far beyond these state objectives, both in terms of specificity and scope. But the objectives defined in this document will, it is to be hoped, provide local social studies teachers with a starting point and a model. It might be added that a description of the uses of performance objectives in the social studies is contained in an article entitled "Developing Performance Objectives in the Social Studies in Michigan" by Robert L. Trezise, formerly the Department of Education's Social Studies Specialist. Dr. Trezise's article appears in the January, 1974 issue of the *Social Studies*, the official publication of the National Council for the Social Studies.

EARLY ELEMENTARY PERFORMANCE OBJECTIVES
Grades 1-3

LIST OF TOPICS FOR BOTH EARLY AND LATER ELEMENTARY

Topic	Title
1	Formulating and Justifying Concepts
2	Making and Testing Generalizations
3	Gathering Information from a Variety of Sources
4	Taking Part in Group Discussions
5	Taking Part in Group Activities
6	Problem Solving
7	Feeling, Attitudes, and Values
8	Services Available to Persons
9	The World of Work
10	The Transmittance of Cultural Traits from Person to Person
11	Adapting Biological Inheritances to the Environment
12	Comparative Cultures
13	The Concept of Change
14	Concepts in History
15	The Nature of Rules and Laws
16	Economic Choices
17	Man's Use and Misuse of the Environment
18	Map and Globe Reading Skills

1-3 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

FORMULATING AND JUSTIFYING CONCEPTS

Given an assortment of pictures, objects, and/or other materials, the student will:

Skill I: Group the items in at least three ways (formulate concepts), as measured by minimum criteria on an objectives-referenced test.

Skill II: Explain the reasons for the groupings (justifying concepts), as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. A teacher may present the student with a variety of fruit. She would then ask the student, "Can you think of some fruit that could be placed together for some reason?" The student might group some fruit together because they are red, others because they are round, others because he likes them in his cereal, others because they are fruit he doesn't like, others because he has seen them growing in Michigan, etc. The teacher would encourage the student to formulate at least three groupings (concepts), but she would also encourage him to think of more than three groupings. Diversity of groupings is desirable.

2. Below are five pictures, each with six items. Which of the five groups has an item that does *not* seem to belong to the group? (Check one.)

   ___ A picture showing six nuts.
   ___ A picture showing six fruits.
   ___ A picture showing five tools and one apple.
   ___ A picture showing two screws, two nails and two thumbtacks.
   ___ A picture showing six people.

3. Below are pictures of 20 items you can buy in a grocery store. Each item is given a number. Group the items (by number) in at least five ways in the boxes provided.

1	5	9	13	17
2	6	10	14	18
3	7	11	15	19
4	8	12	16	20

A	B	C	D	E
☐	☐	☐	☐	☐

Skill II:

1. After the teacher has asked the student to place the fruit in various ways and the student has done so, the teacher has the student explain (immediately after formulating each group) why he has placed the fruit in those groups (justify concepts). Any reason the student gives for

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

forming a group would be considered acceptable. It *is* important to ask the student to explain his reason for a grouping because, particularly with very young children, the reason for the grouping may not be readily apparent to an adult.

2. Look again at the pictures of items above. Except for the one you checked because it contains an item that doesn't seem to belong there, why do you think these items were grouped together? Write the reason in the blanks below.

   1. *They are all nuts.*
   2. *They are all fruit.*
   3. *They all hold things together.*
   4. *They are all people.*

3. Look again at groupings you made of the grocery items in the boxes above. Give a name to each of the boxes.

   A. *Soaps.*
   B. *Things you can't eat.*
   C. *Things from meat department.*
   D. *Things I like.*
   E. *Canned goods.*

MAKING AND TESTING GENERALIZATIONS

Given a set of pictures, objects, and/or information about various topics, the student will:

Skill I: Identify what the items have in common, and make an appropriate generalization on the basis of the commonality, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. The teacher may show the student five pictures of people who live in the Arctic regions. All are warmly dressed. The teacher would then ask, "What can we say about people who live in cold places, on the basis of these pictures?" An appropriate generalization might be: "People who live in cold places wear warm clothes." Other generalizations might also be possible.

1-3 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

Skill II: Test the accuracy of the generalization on the basis of additional information, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

2. Below are three pictures of jungles. On the basis of these three pictures, which of the following statements could *not* be considered true? (Check one.)
   ____ Jungles have lots of trees.
   ____ Jungles are good places for plants to grow.
   ____ Jungles would be easy places to get lost in.
   ____ Jungles are good places for birds.
   ____ Jungles are places where very poor people live.
   (Note: The last choice is not justified by the pictures since none of the pictures show any people at all.)

3. Below are five pictures. Look at them carefully. (The pictures show five trees bearing fruit.) On the basis of these pictures, which of the following statements would be considered true? (Check one.)
   ____ Fruit is red.
   ____ Fruit is sweet and juicy.
   ____ Fruit grows in hot climates.
   ____ Almost everyone likes fruit.
   ____ Fruit grows on trees.

Skill II:

1. After showing the student the five pictures of people who live in Arctic regions and having him make a generalization on the basis of these pictures, the teacher shows the student additional pictures of people who live in cold climates. The student's generalization may or may not be supported. If he said, "People who live in cold places wear warm clothing," this generalization may be supported. If the student said, "People who live in cold places wear fur clothing," this generalization may not be supported.

2. Look at the pictures of the jungles again. Let us say that Mary said, "On the basis of these pictures, I would say that 'People do not live in the jungle.' " Now look at the following pictures of jungles. (One of the three pictures shows a jungle village, with people in it.) Would you say on the basis of these three pictures that Mary's generalization was correct or incorrect? (Check one.)
   ____ Correct
   ____ Incorrect

PERFORMANCE OBJECTIVES

GATHERING INFORMATION FROM A VARIETY OF SOURCES

Given a particular topic and/or question, the student will:

Skill I: Gather information on the topic and/or question from at least three sources, as measured by minimum criteria on an objectives-referenced test.

Skill II: Compare the information so gathered as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Bobby and his family planned to visit California. Bobby's mother said to him that he should find out some things about California before they visited there. Bobby thought this would be a good idea. He wanted to find out a lot about California. Which of the following do you think would be the best way for him to do this? (Check one.)

   ____ Look at a picture of California in a magazine.
   ____ Look at two pictures of California.
   ____ Look at an article that has several pictures of California.
   ____ Look at a book that has pictures of California.
   ____ Look at many books that have pictures of California.

Skill II:

1. Read the following two paragraphs about tigers:

   Tigers live in the jungles of Africa. They are considered the most dangerous of animals. Tigers are sometimes caught and brought to zoos. People who come to zoos like to watch them in their cages.

   You can usually see tigers in the zoo. Even in zoos they are dangerous animals. That is why they are kept in cages. Except for zoos, tigers live in countries like China and India.

   The two paragraphs say mostly the same thing about tigers, *except for one point*. On which of the following points do they disagree? (Check one.)

   ____ Tigers are dangerous.
   ____ Tigers live in zoos.
   ____ Tigers live in Africa.

1-3 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

Skill III: Evaluate the quality of the sources of information, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill III:

1. Mary read the two paragraphs about tigers. She noticed that they disagreed. She wanted to find out which one was right. Which would you say would *probably* be the best way for her to find out? (Check one.)

   ____ She should ask her little brother.
   ____ She should ask her friend, Suzie.
   ____ She should look in a book about tigers.
   ____ She should ask the lady next door.
   ____ She should ask several of her friends.

Further discussion of these skills:

The teacher may say to the class: "Will you find out who Martin Luther King was? Ask several people about him. Tomorrow, I will ask you to tell what you found out about him, and I'll put all of the things you say on the board. We'll see how much information about Martin we can gather in this way." The next day the teacher gathers the information from the children and puts it on the board. If information differs, the teacher will ask the children why information differs; the teacher will ask the children why information differs and can they think of ways to check which is correct.

Another example:

The teacher may say that the class is going to the library and look at books on Africa. Each child can look at the books of his choice. Some children may look at slides, etc., and others may want to find out about Africa in other ways — at home, by talking to a missionary, etc. The children will then present either verbally or in written form what they have found out about Africa. They will also indicate where they found their information. If information is in disagreement, the teacher will ask the children how they can find out which is correct.

PERFORMANCE OBJECTIVES

TAKING PART IN GROUP DISCUSSION

Given a group discussion situation, the student will demonstrate an ability to take part in the discussion by:

Skill I: Presenting his own ideas, as measured by minimum criteria on an objectives-referenced test.

Skill II: Demonstrating a willingness to expand and clarify his ideas, as measured by minimum criteria on an objectives-referenced test.

Skill III: Listening to others, as measured by minimum criteria on an objectives-referenced test.

Skill IV: Commenting on and building on the ideas of others, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skills I, II, III, & IV:

1. It would be well for a teacher to devise herself or locate an existing discussion analysis form. (For example, the Flander's Interaction Analysis Scale.) Then she could organize either a class or a small group discussion on a topic all participants are able to discuss. Either she or observers could use the discussion analysis form to keep track of which students: (I) were willing to say something; (II) were willing to expand and clarify an idea; (III) were willing to listen to others; and, (IV) were willing to comment on and build upon the ideas of others. Such a discussion analysis form could be used periodically throughout the year to determine the progress of students. Skill III (listening to others) might be difficult to determine through observation alone. In this case, following a discussion, the students could be asked to re-state some major ideas presented by certain participants. A child who could re-state an idea presented by Tom, Mary, Fred, and Sue, for example, could be considered a better listener than a child who couldn't remember anything said by those children.
2. The students could be shown a film of a group discussion and perhaps they could also be supplied with a transcript of the discussion. Following the showing of the film and using the discussion transcript, the students could be given a set of questions, such as:
   A. Which participants in the film seemed to be the most willing to present ideas? Which were the most unwilling?
   B. Which students seemed to be the most willing to expand and clarify his ideas? Describe how he or she did this. Which students seemed to be the most unwilling to do this? Describe.
   C. Which students seemed unwilling to listen to others? Describe. Which students seemed willing to listen to others? Describe.
   D. Which students seemed most willing to comment on and to build upon the ideas of others? Describe.

PERFORMANCE OBJECTIVES

TAKING PART IN GROUP ACTIVITIES

Given a group activity situation and minimal adult supervision, the student will demonstrate an ability to take part in an activity by:

Skill I: Helping to establish the purpose and/or nature of the activity, as measured by minimum criteria on an objectives-referenced test.

Skill II: Taking part in the activity, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

The same technique could be used by having some of the students in the class observe other students having a discussion. The discussion participants could either be asked to take part in an actual discussion, or they could be asked to role-play various discussion behaviors.

Skills I & II:

1. The teacher could devise an observational technique to assist her in determining how well the students are able to plan and take part in a group activity. It would be well to determine specific criteria that she would use as a basis for evaluation. Such an observation technique could be used periodically throughout the year to gauge individual student progress. The important thing would be that the teacher make it a point in her plans for the year to define specific strategies to encourage the children to take part in group activities with some degree of independence.

2. Students could be asked to role-play an independent activity session, and other students could observe. Or a film could be shown that depicts a group of children in some activity. Following the role-playing situation or the showing of the film, the students could be asked to respond to such questions as:

   Which children seemed the most helpful in planning the activity? Why?
   Which children seemed the least helpful? Why?
   Which children seemed the most cooperative? Why?
   Which children do you think contributed most to the activity? Why?
   Which children seemed to be the leaders? The followers? Were there children that seemed neither to be good leaders nor good followers? Explain.

PERFORMANCE OBJECTIVES

PROBLEM SOLVING

Given a picture or description of an event suggesting a problem, especially a picture or description of children, families, or a community, the student will:

Skill I: Identify a possible problem or problems, as measured by minimum criteria on an objectives-referenced test.

Skill II: Identify possible solutions to the problem or problems, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Look at the picture below. (It shows two children arguing over a toy. But the picture contains other elements as well to serve as "distractors.") On the basis of this picture, what do you think is the problem between the two children? (Check one.)

   ____ The two children don't seem to want to go to school together.
   ____ Rain seems to be coming soon, which will stop their play.
   ____ The children seem to be mad because their parents won't let them play together.
   ____ The air seems to be polluted.
   ____ The children seem to be arguing over a toy.

2. Look at the picture below. (It shows an aerial view of a city that seems to suffer from a pollution problem.) What major problem does this city seem to have — *on the basis of the picture?*

   ____ It doesn't seem to have enough jobs for the people there.
   ____ It doesn't seem to have good schools.
   ____ It doesn't seem to have good buses.
   ____ It doesn't seem to have a good city government.
   ____ It doesn't seem to have a way of controlling pollution.

Skill II:

1. Look again at the picture of the children above. They seem to be arguing over a toy. How do you think they should solve the problem. Of the following solutions to this problem, which do you think is the most reasonable? (Check one.)

   ____ The bigger boy should keep the toy.
   ____ The boys should keep arguing until one wins.

1-3 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

FEELINGS, ATTITUDES AND VALUES

A. Feelings

Given an event, a picture of an event, or a description of an event, especially an event involving children, the student will:

Skill I: Identify the various feelings a person or persons involved in the event may have experienced, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

___ The smaller boy should get the toy, because he's the smaller.
___ The boys should throw the toy away so that neither can have it.
___ The boys should stop arguing, let their anger cool off, and then decide what to do.

2. A community had a problem with its garbage. Everyone had garbage to get rid of, but the town lacked a good means of picking up the garbage. Of the following possible solutions to this problem, choose at least *two* that you think are the best solutions:

___ The city should arrange for city workers to pick up the garbage every week.
___ The city should tell the people to burn or bury their garbage in their yards.
___ The city should encourage private trash pick-up businesses to come into the city.
___ The city should tell the people to not have garbage any more.
___ The city should provide trash pick-up places in areas around the city.
___ The city should tell the people not to worry about their trash.

Skill I:

1. Below is a picture of a little girl about your age. You can tell from the picture the kind of situation she is in. Below are some ways that the little girl may feel at this moment. Check the ways you think she may feel. (Check as many as you wish.)

___ happy	___ angry
___ brave	___ lonely
___ like hitting someone	___ really good
___ sad	___ afraid
___ excited	___ jealous
___ like running away	___ proud

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	2. The teacher will show the picture book, "The Dead Bird," to the students. After completing the story, the teacher will ask the students, "How do you think the children felt when they found the dead bird?" In evaluating the students, the teacher will note if each child was able to think of a way or ways the children in the story might have felt.
Skill II: Identify possible reasons for those inferred feelings, as measured by minimum criteria on an objectives-referenced test.	Skill II: 1. Tommy walked home from school very slowly. He looked very sad. He seemed not to want to get home. In his hand he carried a letter for his parents. It was from his teacher. Following are some possible reasons why Tommy was walking so slowly and looking so sad. (Check as many as you wish.) ____ He had got in a fight in school that day, and the teacher was sending a note home about it. ____ He had won a spelling bee, and he was carrying a note home about it. ____ He had gotten a poor grade in arithmetic, and was carrying a note home about it. ____ The teacher had handed him the note to take home, and she looked very unhappy when she handed it to him. But he didn't know what was in it. ____ He had been elected the leader of the class, and the note was about that. ____ The note was asking for some money, and he knew his mother was very poor. 2. After reading "The Dead Bird" and the teacher has asked the students how they think the children in the story felt when they found the dead bird, the teacher would ask each student who gives a response, "Why do you think they felt that way?"

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
Skill III: Relate the event and those feelings to his own experiences, as measured by minimum criteria on an objectives-referenced test.	Skill III: 1. In order to relate the feelings of a person in a story to the children's own experiences, the teacher might pursue the following line of questioning: How do you think the person in the story felt when . . . Why do you think he felt that way? Has anything like that every happened to you? How did you feel? Why?
FEELINGS, ATTITUDES AND VALUES **B. Attitudes** Given an event, a picture of an event, or a description of an event, especially an event involving children, the student will:	
Skill I: Identify attitudes a person or persons involved in the event may seem to have, as measured by minimum criteria on an objectives-referenced test.	Skill I: 1. Below is a picture of a boy about your age playing baseball. He is playing outfield. If you look carefully at this picture, you should be able to guess what his general attitude toward the game is. Which of the following would best describe his attitude? (Check one.) ___ He really likes the game. ___ He really dislikes the game. ___ He doesn't care one way or the other about the game. ___ He is very much interested in the game. ___ All of the above.
Skill II: Identify possible sources of those attitudes, as measured by minimum criteria on an objectives-referenced test.	Skill II: 1. Mary's attitude about washing dishes is negative. In other words, she doesn't like to do them. Of the following possible reasons for Mary's attitude, check the one you think if the most appropriate. ___ She doesn't like to wash dishes because her favorite TV shows are on right then. ___ She doesn't like to wash dishes because her mother makes her do it. ___ She doesn't like to wash dishes because her sister never has to. ___ She doesn't like to wash dishes because it makes her hands rough. ___ All of the above could explain Mary's attitude toward washing dishes.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
Skill III: Relate those attitudes to his own experiences, as measured by minimum criteria on an objectives-referenced test.	**Skill III:** 1. In discussions about person's attitudes, the teacher will encourage the student to relate the attitudes of others and the reasons for those attitudes to his own experiences.
FEELINGS, ATTITUDES AND VALUES **C. Values** Given an event, a picture of an event, or a description of an event, especially an event involving children, the student will:	
Skill I: Identify the values the person or persons involved in the event may hold, as measured by minimum criteria on an objectives-referenced test.	**Skill I:** 1. Read a story about a child and his family in 19th Century China. On the basis of this story, what do you think the people of this part of China value — or the things they think are important to them. (Check as many as you wish.) ____ closeness of family ____ the past ____ respect for older people ____ money and material gain ____ desire to travel to other countries ____ beauty and art works ____ the world of nature ____ large homes ____ education ____ international cooperation ____ belief in life after death ____ importance of listening to young people 2. Read a story to the students, such as "The Hundred Dresses." Then ask the students to discuss the questions, "What values do you think the children who teased Wanda seemed to demonstrate by their behavior?" Or, the teacher could make a list of values that children might demonstrate and ask the student to check those values that the children in the story seemed to demonstrate in their attitude toward Wanda.

1-3 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

Skill II: Identify possible sources of those values, as measured by minimum criteria on an objectives-referenced test.

Skill III: Relate those values to his own experiences, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. Peter and Sue were brother and sister. Both of these children believed that it was right to be honest. One of their friends took something from a store, and both Peter and Sue thought that was very naughty.

   Where do you think that Peter and Sue learned that it is right to be honest? (Check one.)

   ____ from their mother and father
   ____ from many members of their family, including grandparents, aunts, uncles, and so on.
   ____ at the church they went to
   ____ at school
   ____ all of the above

Skill III:

1. It would be important to relate discussion of values to the children's own lives. For example, in discussing "The Hundred Dresses," after the students had discussed the events of the story and the values that the children seemed to demonstrate when they teased Wanda about the fact that she wore only one dress to school, the teacher could ask the students if they had ever seen a situation where a child was teased by other children. She could then ask:

   Describe what happened.
   Why do you think the children teased that child?
   In teasing that child, what did the children seem to show was important to them?

   In terms of this story, the students might say:

   They seemed to value being like everyone else.
   They seemed to value pretty clothes.
   They seemed to value going along with the group.
   They seemed to value being a native-born American.
   Etc.

PERFORMANCE OBJECTIVES

SERVICES AVAILABLE TO PERSONS

Skill I: Given a picture or a description of persons who serve individuals, especially individuals in the neighborhood and/or community, the student will identify the services provided by these persons, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

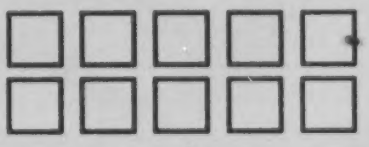
1. Study the list of the following service people:

   A. Policeman
   B. Garbage or trashman
   C. Fireman
   D. Store keeper
   E. Librarian
   F. Telephone operator
   G. Plumber
   H. Electrician
   I. Man at City Hall
   J. Ambulance driver
   K. Teacher
   L. City Park attendant
   M. TV repairman
   N. Dog Pound (Animal Shelter)
   O. Dry cleaner
   P. Juvenile officer

   Now read the statements below. Place the correct letter in each blank.

   ____ Call this person if your mother fell and hurt herself badly.
   ____ Go to this person if you wanted a book to read.
   ____ Call this person if you smelled smoke.
   ____ Call this person if someone broke into your house.
   ____ Call this person if you wanted to talk to someone in another city.
   ____ Call this person if you needed a wire repaired.
   ____ Call this person if a water pipe broke.
   ____ Call this person if you needed old papers, bottles, and cans picked up.
   ____ Call this person if the street in front of your house needed to be repaired.

2. Look at the ten pictures below. They are all service people performing some service that you may need sometime.



1-3 SOCIAL STUDIES

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	Now look at the ten listings below. Place the correct letter in the blank below each picture: A. Nurse B. Dry cleaner C. Carpenter D. Policeman E. Road repairman F. Lineman G. Snowplow man H. Roof repairman I. Fireman J. Gas station man
Skill II: Given a picture or a description of an individual or a community, the student will identify those services that may be needed by that person or that community and where those services may be obtained, as measured by minimum criteria on an objectives-referenced test.	Skill II: 1. Let us say that Tommy lives in a small town. One day Tommy's mother notices that a hole has appeared in the street outside their house. It is deep enough so it might cause an accident. What should Tommy's mother do? (Check one.) ___ She should get Tommy's father to repair the hole. ___ She should call a repairman who lives nearby. ___ She should call a man in the town who makes cement. ___ She should call a fireman. ___ She should call the City Hall. 2. Think of all of the things that need to be done in order to keep your town a safe, pleasant, and healthy place to live in. Make a list of all of these "needs." Now tell how these needs are met by your town. For example, your city needs to take care of its garbage and trash. How does it take care of this need? Think of as many "needs" as you can.
THE WORLD OF WORK Skill I: Given a particular occupation, the student will identify the nature of that occupation, as measured by minimum criteria on an objectives-referenced test.	Skill I: 1. Below is a list of some occupations. Read them carefully. A. Secretary B. Factory Worker C. Doctor D. Teacher E. Building Custodian F. Truck Driver G. Carpenter H. Store Clerk or Salesman

PERFORMANCE OBJECTIVES

Skill II: Given a list of occupations, the student will place the occupations into appropriate occupational clusters, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Now decide which letter should go in each of the blanks:

____ This person has the job of getting things delivered from one city to another. He travels a great deal.
____ This person sees to it that everything in a building works correctly, and he must keep the building clean and safe.
____ This person is in charge of maintaining the health of the people in the community.
____ This person is responsible for the education of children and young people.
____ This person usually works in an office. She often works at a typewriter, files papers, and answers the telephone.
____ This person works at building homes. He especially works with wood.
____ This person sells all kinds of things, like dresses, groceries, hardware, furniture, and many other things.
____ This person often works on an assembly line. He helps to build cars, machinery, and many other things. In fact, many of the things we need, he helps to make

Skill II:

1. Below are listed five groups of jobs and five possible labels for these jobs. Put the correct letter in the blanks by the job groups.

   A. People who help build houses
   B. People who work in factories
   C. People who work in communications
   D. People who sell things
   E. People who work in offices

   ____ brick layer, plumber, carpenter
   ____ radio announcer, TV cameraman, newspaperman
   ____ secretary, typist, person who works at a desk
   ____ store clerk, grocery man, salesman
   ____ making cars, making steel, making equipment

1-3 SOCIAL STUDIES

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
Skill III: Given a description of a particular occupation or occupational cluster, the student will identify ways in which that occupation or occupational cluster is related to other occupations, as measured by mimimum criteria on an objectives-referenced test.	Skill III: 1. The man who delivers packages to your house depends upon people who do other kinds of jobs. Check the appropriate choice below which indicates who the delivery man depends upon: ____ He depends upon the street repairmen. ____ He depends upon the people who sell gasoline. ____ He depends upon the people who build delivery trucks. ____ He depends upon the people who sell the things he delivers. ____ He depends upon all of the above. ____ He depends upon two of the above.
THE TRANSMITTANCE OF CULTURAL TRAITS FROM PERSON TO PERSON Skill I: Given a description of the behavior of persons, especially children, the student will identify those behaviors that are affected by the family, the neighborhood, and/or the community which the persons are a part of, as measured by minimum criteria on an objectives-referenced test.	Skill I: 1. Unlike some of the other boys his age, Joel, who is Jewish, celebrates the New Year in September. To celebrate, he eats special food and goes to a special religious service. Joel looks forward to this event each year. Where do you think Joel probably learned to celebrate the New Year in this way? (Check one.) ____ from his father ____ from his mother ____ from many of the members of his family ____ from the other people in the Jewish community ____ from all of the above ____ from two of the above 2. Manuel lives in a city in Mexico. One of his favorite things in bullfighting. He goes to the bullfights with his father as often as he can. He would like to grow up to be a famous bullfighter. His hero is the most famous bullfighter in Mexico. Where do you think Manuel probably learned to like bullfighting? (Check one.) ____ Manuel just naturally likes bullfighting, for no particular reason

PERFORMANCE OBJECTIVES

ADAPTING BIOLOGICAL INHERITANCES TO THE ENVIRONMENT

Given pictures of persons who are both alike and different, or descriptions of such persons, the student will:

Skill I: Identify the similarities and differences, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

___ from his father and others in his family
___ Manuel lives in a city where many people like bullfighting
___ Manuel's friends also like bullfighting, and so he learned to like it from them
___ from all of the above
___ from three of the above

3. Tim's father and brothers like to hunt. In fact, Tim lives in a town where many people like hunting. Many people come to the town each year to hunt. Tim's friends enjoy hunting too.

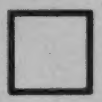
Check *one* of the following statements:

___ Tim will like to hunt too.
___ Tim will not like to hunt.
___ Tim's family and friends will probably have no effect on his attitude toward hunting.
___ Tim will like hunting, but will never go.
___ Tim will probably like hunting, but it's possible he won't.

Skill I:

1. Below are pictures of two persons. One lives near the Arctic Circle; one lives on a South Sea Island. These people are alike in some ways, and in some ways they are different.

Artic Circle Man



South Sea Island Man

Check whether they are alike or different in the following ways:

	Alike	*Different*
1. They both need food.	___	___
2. In the way they prepare their food.	___	___
3. They both need sleep.	___	___

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	____ 4. In the kind of shelter they build. ____ ____ 5. In their need for heavy, warm shoes. ____ ____ 6. In their religious customs. ____ ____ 7. In the kind of clothing they wear. ____ ____ 8. In their height. ____ ____ 9. They both need some kind of water to drink. ____ 2. Show the student a picture of two persons or groups of persons. Ask them to list all the ways they can think of in which they are alike and different.
Skill II: Identify reasons for the similarities and differences, as measured by minimum criteria on an objectives-referenced test.	Skill II: 1. People are alike in some ways and are different in some ways. Some of these likenesses and differences are because of heredity; some are because of the environment they live in. Of the following ways in which we may be alike or different, indicate whether these differences are because of heredity or environment. *Heredity* *Environment* ____ 1. Different kinds of shelter. ____ ____ 2. Different kinds of clothing. ____ ____ 3. Different eye colors. ____ ____ 4. Different heights. ____ ____ 5. Different kind of food needs. ____ ____ 6. Different kinds of skin color. ____ ____ 7. Same need for food of some kind. ____ ____ 8. Same need for water to drink. ____ ____ 9. Same need for some kind of religion. ____ ____10. Same need for some way of expressing themselves in art and music. ____
Skill III: Identify ways that these people have adapted to their environment in similar and different ways, as measured by minimum criteria on an objectives-referenced test.	Skill III: 1. Look again at the pictures of an Eskimo and a South Sea Islander. Now mark each of the following statements either true or false. ____ Both of these people probably build some kind of shelter. ____ Both probably eat food that can be found or grown in their areas. ____ Both probably wear clothing appropriate to their climates. ____ Both wear warm clothing and heavy shoes. ____ Both build heavy stone shelters.

PERFORMANCE OBJECTIVES

Comparative Cultures

Given a description of a particular culture or sub-culture, the student will:

Skill I: Identify similarities and differences between that culture or sub-culture and his own, as measured by minimum criteria on an objectives-referenced test.

Skill II: Identify similarities and differences between that culture or subculture and other cultures or sub-cultures, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skills I & II:

1. Bobby lives in a city in Michigan. One day his father told him that their family was going to visit India for two weeks. Bobby was very excited.

   When the family got there, Bobby found that in some ways the Indians were like Americans and in some ways they were different. Mark "T" for true, and "F" for false on the following statements.

   ____ He is likely to find that the Indians have the very same style of clothing as his own.
   ____ He is likely to find that the Indians have the same religious customs as his own family.
   ____ He is likely to find that the Indians also have families and that the children are raised in the family.
   ____ He is likely to find that India has no form of government.
   ____ He is likely to find that Indians have a way of raising food.
   ____ He is likely to find that Indians like foods that are different from most American food.
   ____ He is likely to find that in India some people have more power in making decisions about how things are fun in the government than others.
   ____ He is likely to find the Indians have the same holidays as Americans.

2. Show the children a film or filmstrip about life in another country or culture. Or, they could read a book, such as "The Wave" (about Korea) or "The Burning Rice Field" (about China), or look at picture books about other lands. The teacher would then ask the student to describe the similarities and differences between the culture as depicted in the book or film and his own culture (or sub-culture). Or the teacher could have the student read several books on various cultures and have the student compare these.
3. At Christmastime have each student make a list of various customs his family practices to celebrate the holiday. Have the children compare the lists. In what way are they alike? In what way different? How would they explain these likenesses and differences?

1-3 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

THE CONCEPT OF CHANGE

Skill I: Given a description of an individual, a family, or a community, the student will identify possible conditions that may bring about the need for change for that individual, family, or community, as measured by minimum criteria on an objectives-referenced test.

Skill II: Given a description of conditions that may bring about change, especially for an individual, family, or community, the student will identify possible changes that may occur, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. In 1960, 10,000 people lived in a certain little town. Twelve years later, in 1972, only 2,000 people lived there. Of the following possible reasons for this change in the town, which is the most likely? (Check one.)
   ____ A new mayor was elected.
   ____ The school burned down.
   ____ Some of the stores closed down.
   ____ The factory where most of the men worked closed down.
   ____ Six of the town's ten churches closed down.

2. Sometimes families have to change the way they live. For example, sometimes families move from one house to another. Can you think of reasons why families move? List them.

   _____

   _____

   _____

   _____

3. Communities are always changing. Sometimes these changes happen quite fast, sometimes they happen very slowly. Think of some ways your community has changed over the years. Why have these changes come about? Can you think of things that will happen in the future that will cause your community to change even more?

Skill II:

1. Let us say that about 10,000 people lived in a certain town. Almost everyone in the town worked in a factory that made small motors. One day the factory closed and never opened again.
   What changes do you think probably occurred because the factory closed down? (Check one.)

   ____ Some people probably moved into town.

   ____ Some people probably moved out of the town.

   ____ Many people probably moved out of the town.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

____ Many people probably moved into the town.
____ The closing of the factory probably had little effect on the population of the town.

2. Many years ago electricity was made available to families. Before long, most Americans had electricity in their homes.

   Over the years, electricity changed how families lived. Check the following statements that suggest how electricity changed how American families lived. (Check as many as you wish.)

   ____ Homes were able to have brighter lighting.
   ____ Housewives could have more appliances, like toasters, vacuums, radios, TVs, phonographs, and so on.
   ____ Homes could have safer and cleaner heating systems.
   ____ People had to depend upon others for their source of power.
   ____ Homes could be built out of stronger building material, such as stone and brick.
   ____ Families could buy prettier clothing.
   ____ Families became more religious.
   ____ More people started to depend upon wood and coal for fuel.
   ____ More people started to become "electricians."

3. Let us say that in a certain family, the father got a new job that meant he earned much more money than he did before. What are some changes that may occur in that family because of this?

   Now let us say that the father lost his job and had to take one that paid much less than his old job. What changes might occur in that situation.?

   What things do you think would not change in the family in either case?

4. Think of some things that may cause your community to change — or things that have caused your community to change in the past. What changes occured because of those things?

1-3 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

HISTORY: FAMOUS EVENTS AND PERSONS: CHRONOLOGY

Skill I: Given a particular holiday or special event, the student will identify the nature of the holiday or event, as measured by minimum criteria on an objectives-referenced test.

Skill II: Given the names of some famous persons, either historical or contemporary, the student will identify such persons, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Below are listed some holidays in this country. Match them with the descriptions.
   A. 4th of July
   B. Christmas
   C. Labor Day
   D. Thanksgiving
   E. Valentine's Day
   F. Armed Forces Day
   G. Lincoln's birthday
   H. Martin Luther King's birthday

   ____ Celebrates the "birth of the United States
   ____ Observance of the birth of Jesus
   ____ Honors the working men and women of the United States
   ____ A time we remember the Pilgrims and Indians
   ____ A day people exchange cards of love and friendship
   ____ A day we honor the people who have served in the army, navy, and other military services
   ____ A day we honor a famous President of the United States
   ____ A day honoring a great Black American

Skill II:

1. Below are listed some famous persons. Match them with the item that made them famous.

   A. Columbus
   B. Martin Luther King
   C. George Washington
   D. Abraham Lincoln
   E. William Milliken
   F. Ben Franklin
   G. Richard Nixon

   ____ Governor of Michigan
   ____ First President of the United States
   ____ President of the United States during the Civil War
   ____ Flew a kite to show lightning was electricity
   ____ Famous Black American
   ____ Sailed to America in 1492
   ____ President of the United States

PERFORMANCE OBJECTIVES

Skill III: Given a set of events, either historical or contemporary, the student will place the events in chronological order, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill III:

1. **Place the events in the order you think they occured by marking 1, 2, and 3, for each group:**

   ____ **Richard Nixon becomes President**
   ____ **Man discovers how to make fire**
   ____ **Columbus comes to America**

   ____ **Michigan becomes a state**
   ____ **The United States becomes a nation**
   ____ **William Milliken becomes Governor**

   ____ **The wheel is invented**
   ____ **The airplane is invented**
   ____ **The car is invented**

THE NATURE OF RULES AND LAWS

Given a school or family rule, or given a law, especially a law of the community, the student will:

Skill I: Identify the reasons for the rule or law, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. **A rule in your school may be "No running in the hall." What do you think are good reasons for this rule? (Check as many as you wish.)**

   ____ **It helps keep the school quiet.**
   ____ **It gives the principal a good reason for getting mad at the children.**
   ____ **Enforcing the rule is a good way to keep the teachers busy.**
   ____ **It makes the halls safe for the children.**
   ____ **Such a rule shows the children how they should walk in other public buildings as well.**
   ____ **It is a way of making the children unhappy.**

2. **You probably know that there are laws in your community. Why do you think we have laws? (Check as many as you wish.)**

   ____ **Laws are to help most of the people.**
   ____ **Laws are to keep order in a community.**
   ____ **Laws are to let people know what they cannot and can do.**
   ____ **Laws are for people to break.**
   ____ **Laws are made to make people sad and unhappy.**
   ____ **Laws are to protect the safety of people.**
   ____ **Laws are to create confusion and disorder in the community.**

3. **Can you think of some laws in your community? What are these laws? What are the reasons for the laws you can think of?**

1-3 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

Skill II: Identify means of making or changing a rule or law, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. When a rule is made: (Check one.)

   ____ Everyone the rule applies to should know why the rule is necessary.
   ____ It should be for the benefit of everyone it applies to.
   ____ Everyone should understand how the rule should be obeyed.
   ____ Everyone should get the same punishment if it is broken.
   ____ All of the above.

2. Let us say in your classroom there is a rule you think should be changed. Up to this time, no one else has thought about changing the rule, at least that you know of. What would be ways of trying to get the rule changed? (Check two.)

   ____ Don't do anything. Rules are impossible to ever change.
   ____ Think of reasons why the rule is a poor one and why it should be changed. Then present the teacher with your ideas.
   ____ Write to the President of the United States.
   ____ Talk to others in the class and find out what they think.
   ____ Don't say anything to anybody, but break the rule every chance you can.

3. Let us say your father thought a particular law was a poor one. What do you think he should do? (Check as many as you wish.)

   ____ Talk to his neighbors to see what they think.
   ____ Write letters to the newspapers in the area.
   ____ He should forget about trying to change the poor law and just go on obeying it.
   ____ Try to talk to the people who make the laws.
   ____ He shouldn't say anything but he should break the law.
   ____ He should get into a fight with the man who made the law.
   ____ Get together a group of people who may agree with him and talk about how to change the law.
   ____ He shouldn't do anything. Laws can't be changed once they are made.
   ____ Write to the people who make the laws.
   ____ He should find the book where the law is written and erase it.

PERFORMANCE OBJECTIVES

ECONOMIC CHOICES

Skill I: Given a description of a person's resources, or the resources of a family or a community, and also given a description of the needs of that person, family, or community the student will identify what seems to be important to that person, family, or community on the basis of the needs they choose to make on the basis of their resources, as measured by minimum criteria on an objectives-referenced test.

Skill II: Given a description of a saleable thing, the student will identify factors that affect its value, as measured by minimum ceriteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Mary's teacher gave her some play money and asked how she would spend it. Altogether she had $40.00 to spend. This is how she said she would spend it:

   $25.00 for new cloths
   8.00 for candy
   5.00 for toys
   1.00 for food
   1.00 for a trip

   On the basis of the way Mary said she would spend her money, what do you think we could say about Mary. (Check as many as you wish.)

   ____ Mary likes food better than toys.
   ____ Mary likes clothes very much.
   ____ Mary likes food and trips about the same.
   ____ Mary likes toys even better than candy.
   ____ Next to clothes, Mary likes candy.
   ____ Mary doesn't seem to care for trips.
   ____ Mary likes clothes and candy about the same.

Skill II:

1. Below are some pairs of pictures. Draw a circle around one of the pictures in each pair that you think would be worth more than the other.

   A. A picture of one house.
      A picture of many houses.

   B. A picture of a house with one buyer.
      A picture of a house with three buyers

   C. A picture of a run-down house.
      A picture of a neat house.

   D. A picture of a house next to a railroad track.
      A picture of a house on a quiet street.

1-3 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

MAN'S USE AND MISUSE OF HIS NATURAL ENVIRONMENT

Skill I: Given a picture or description of a particular geographic condition, the student will identify effects those conditions may have on a person, a family, or a community, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Below are pictures of homes in different parts of the world:

   Picture A: An igloo
   Picture B: A house of the type we might see in northern U.S.
   Picture C: A house for a warm climate: open spaces, no glass on windows, etc.
   Picture D: An African home; thatched roof, etc.
   Picture E: A house made of rocks

   Now place the letters in the appropriate spaces below:

   ____ You might find this house in a land of ice and snow.
   ____ You might find this house where it is not too hot, but not too cold either.
   ____ You might find this house where the weather is warm most of the time.
   ____ You might find this house where it is very hot almost all of the time.
   ____ You might find this house where there are few trees to build houses with.

2. Choose the correct answer for each statement:
   a. A farmer who raises a large crop of wheat, corn, and grain is likely to live:
   ____ in a dry desert area
   ____ in an area where the land is rich and fertile
   ____ in a very mountainous area

   b. A man who fishes for a living is likely to live:

   ____ near an ocean
   ____ in the mountains
   ____ in a desert

   c. A man who help to load and unload ships is likely to live:

   ____ in a seaport city
   ____ in a small town near Lansing
   ____ in the mountains

   d. A man who builds his house out of stone is likely to live:

   ____ in a place where there are many rocks in the land
   ____ in a place where many trees grow
   ____ in a place on a South Sea Island

PERFORMANCE OBJECTIVES

MAP AND GLOBE READING SKILLS

Skill I: Given a map of the classroom and/or the school, the student will interpret the map, as measured by minimum criteria on an objectives-referenced test.

Skill II: Given a map, the student will identify some generally known areas, such as the United States, Michigan, the Atlantic Ocean, etc., as measured by minimum criteria on an objectives-referenced test.

Skill III: Given a map, the student will identify some common map symbols, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Following is a "map" of a classroom. Study the map carefully.

Now answer the following questions by putting a true or false in the blank:

____ The teacher's desk seems to be closest to the door.
____ There are seating places for 20 students.
____ The bookcase is located on the north wall.
____ There are windows on two walls.
____ The teacher's desk seems to be in front of the students.

Skill II:

1. Study the following map. You will note that some points on the map are marked with letters. Place the letters in the appropriate blanks.

____ the United States
____ Michigan
____ the Atlantic Ocean
____ the Pacific Ocean
____ Detroit
____ Africa

Skill III:

1. Study the following map. You will note that some things on the map are marked with letters. Place the letters in the appropriate blanks.

____ this indicates a highway
____ this indicates a river
____ this indicates direction
____ this indicates a body of water or lake
____ this indicates a border between states
____ this indicates a small town
____ this indicates a larger town

LATER ELEMENTARY PERFORMANCE OBJECTIVES
Grades 4-6

4-6 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

FORMULATING, JUSTIFYING, AND TESTING THE VALIDITY OF CONCEPTS

Given a selection of items or ideas suggested by his peers, the student will:

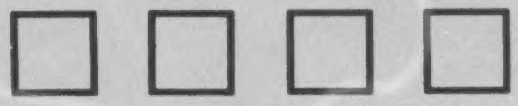
Skill I: Group the items or ideas in a variety of ways (formulating concepts), as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Below are listed 20 items you can buy in a hardware store. Each item is given a number. Think of at least four groups the items can be placed together in. Items can be used as many times as you wish; some groups may contain more items than others. Write the numbers of the items for each of your four groups in the boxes.

_____ _____ _____ _____ _____
_____ _____ _____ _____ _____
_____ _____ _____ _____ _____
_____ _____ _____ _____ _____



Group I Group II Group III Group IV

2. Below are pictures of five groups of items. Check the group that has an item that does *not* seem to belong there.

___ a picture showing six fruit
___ a picture showing six trees
___ a picture showing five nails and one apple
___ a picture showing two nails, two screws, and two thumbtacks
___ a picture showing six children.

3. In a class discussion, the teacher could ask a question, such as, "What comes to your mind when you hear the term 'Africa'?" The teacher would record the students' response on the blackboard. After the students had supplied the items, the teacher would ask, "Can you think of ways these items could be placed in various groups?" In evaluating the students, the teacher would use as a criterion the diversity of the groupings.

PERFORMANCE OBJECTIVES

Skill II: Explain the reasons for the groupings (justifying concepts), as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. **In the exercise above, you grouped the twenty items in four groups. You must have had a reason for grouping certain items together. Explain what your reason for each group was.**

   Group I: I grouped these items together because _____

   _____

   Group II: I grouped these items together because _____

   _____

   Group III: I grouped these items together because _____

   _____

   Group IV: I grouped these items together because _____

   _____

2. **In the following exercise, read each group of items and then answer the question immediately following it. In each case, choose only one.**

   Group A. lions
   elephants
   zebras

   Which of the following would be the best label for Group A?_____

   a. animals of Africa
   b. Africa
   c. animals
   d. this is a faulty grouping (one item does not seem to belong)

   Group B: trees
   vines
   bushes

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

Which of the following would be the best label for Group B?_____

a. greenery
b. kinds of trees in Africa
c. vegetation in Africa
d. this is a faulty grouping (one item does not seem to belong)

Group C. mountains
valleys
monkeys

Which of the following would be the best label for Group C?_____

a. physical features of Africa
b. the high and low places of Africa
c. geography of Africa
d. this is a faulty grouping (one item does not seem to belong)

Group D. rivers
lakes
swamps

Which of the following would be the best label for Group D?_____

a. water features of Africa
b. rivers of Africa
c. lakes of Africa
d. this is a faulty grouping (one item does not seem to below)

Group E. Egypt
Congo
Uganda

Which of the following would be the best label for group E?_____

a. rivers
b. countries of Africa
c. lakes of Africa
d. this is a faulty grouping (one item does not seem to belong)

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

Let us say you would like to check some information about Africa contained in these groups. From the following, check the ones that might be the best places to get such information:

____ a book in the school library on Africa
____ ask a neighbor lady
____ ask my friend
____ a geography book on Africa
____ an encyclopedia
____ any book would help

3. In the class discussion, as each student suggested a grouping, the teacher would ask, "Why do you place those items together?" It might be well then to ask for a label for each group to render the student's reason for a particular group in concise terms. The criterion for evaluation would be whether or not the student explained the reason for a grouping.

Skill III: Test the accuracy and validity of the groupings, as measured by minimum criteria on an objectives-referenced test.

Skill III:

1. Let us say that in grouping the items above, someone made the following group:

awl
phillips screwdriver
nail

He said he placed these together because they could all be used to make holes. But someone else questioned him on this and asked him to prove that those things could actually be used to make holes.

Below are listed some ways he might "prove" that his reason for grouping the three items together should be considered acceptable. Which would be the *least* effective way of proving this? (Check one.)

____ He could get a carpenter to say that all items could indeed be used to make holes.
____ He could show the person a dictionary that gave a definition of each item, and the definitions showed they could all be used to make holes.
____ He could demonstrate by actually making a hole with each.
____ He could check in a handyman's book and find in a chapter, "How to make holes" each of the items listed.
____ He could take a nail and pound it into a board. Then he could take the nail out and show that it made a hole.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

2. After the students had formulated the items on Africa into a group, the teacher might ask the children to check in books, films, etc., to find out if all of the items do indeed belong in the group. If a group labeled, "Animals of Africa" contains the item "tiger," for example, (there are no tigers in Africa), the children would discover this in their research. The grouping would then be shown to be invalid.

MAKING AND TESTING GENERALIZATIONS.

Given a set of pictures, objects, and/or information about various topics, the student will:

Skill I: Identify what the items have in common, and make an appropriate generalization on the basis of the commonality, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Read the following descriptions of three different lands:

   A. The people in this barren land cannot raise their own food. They have to buy most of their food from other countries. The mineral resources in this land, however, are rich, and most of the men in the land work in the mines.

   B. The people in this land make great use of their fertile soil. Almost everything grows well there, but wheat and corn are the main crops. The winters are cold, so the farmers do very little during those months.

   C. The people in this land live close to the sea, and almost all of the men fish for a living, while many of the women raise vegetables in small gardens. But it is difficult to grow much in this rocky soil, and, furthermore, the growing season is short.

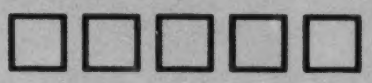
   Which of the following generalizations might one make on the basis of these three descriptions: (A good generalization is a statement that can be applied to all of the descriptions.) (Check one.)

   ____ Geography influences how people make a living.
   ____ Most people like to fish.
   ____ Farming is a very profitable way to make a living.
   ____ When winters are cold, most people stay indoors and wear warm clothing.
   ____ When the soil is poor, people often fish for a living.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

2. Look carefully at the five insects that are pictured below:



On the basis of these pictures, which of the following generalizations would you say is the best one? (Check one.)

___ Insects are troublesome creatures.
___ Insects usually have six legs.
___ Some insects are large, some are small.
___ Insects, though sometimes a nuisance, are beneficial to man.
___ The bodies of insects are usually divided into three parts.

(Note: On the basis of the pictures, only the third choice above is defensible.)

3. The teacher may have a discussiqn with the students on such a topic as: "What are some causes of juvenile delinquency?" The teacher might wish to list the students' ideas on this question on the blackboard. At the conclusion, the teacher could ask the following question: "On the basis of what you have said in this discussion, what generalization could we make about the causes of juvenile delinquency?" The quality of the generalizations suggested by the students might be determined by certain criteria, such as, "A good generalization should (A) have a quality of tentativeness about it; (B) derive from the data upon which it is based; (C) be broad enough to include most of the data from which it was drawn as well as possible additional data." Hence, a good definition based on such a discussion might be: "Juvenile delinquency tends to be caused by many factors that influence a young child and many of these factors have to do with the parents."

PERFORMANCE OBJECTIVES

Skill II: Test the accuracy of the generalization on the basis of additional information as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. Let us say that you wished to "test" the generalization you made about the three lands in Skill I. In other words, you want to find out if the generalization you made is true of countries in general. Which of the following would be the best means of "testing" the generalization? (Check one.)

   ____ The teacher would give you a test about it.
   ____ You would find out if the generalization you made about those three lands could be applied to other lands as well.
   ____ You would go to books about those three lands and find out if the three descriptions are really accurate.
   ____ You would ask a friend what he thinks about the generalization.
   ____ The only way to make absolutely certain would be to visit the three lands yourself.

2. Let us say you wanted to find out if the generalization you made about insects was really a good one. Which of the following would be the best way to determine this? (Check one.)

   ____ Find a picture of two or three more insects to find out if the generalization applied to them too.
   ____ Ask your friend or your teacher if he or she thinks your generalization is a good one.
   ____ Try to find some real insects to see if they are like the ones in the pictures.
   ____ Capture several live ants and place them in an "ant house" and watch them build an "ant colony."
   ____ Get as many pictures of insects as you can to see if they support the generalization you made about insects.

3. After a class discussion and the students have suggested some generalizations, such as the one above on juvenile delinquency, the teacher could ask the students to do further reading on the causes of delinquency in order to determine how well their generalization "stands up." The one suggested above may stand the test of further verification fairly well. On the other hand, a generalization like the following may not stand up under further study: "Juvenile delinquency is caused by cruel parents."

PERFORMANCE OBJECTIVES

GATHERING INFORMATION FROM A VARIETY OF SOURCES.

Given a particular topic or question, the student will:

Skill I: Gather information on the topic or question from a variety of sources, as measured by minimum criteria on an objectives-referenced test.

Skill II: Compare the information so gathered as measured by minimum criteria on an objectices-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Suppose you wish to find out what the people of Japan are like today, and especially how they have changed over the past 50 years. Which of the following would probably be the best way to do this?

   ____ A well-known book about Japan would be a good source of information.
   ____ An article from a recent magazine would be good.
   ____ It would be good to talk to a person who had been to Japan for a week or so.
   ____ It would be good to read at least two or three articles on Japan.
   ____ It would be good to talk to people who had been to Japan and read as many books and articles as possible.

Skill II:

1. Read the following two paragraphs on Egypt:

   A. The land of ancient Egypt was governed by a pharoah. The pharaoh had complete control over his people. People considered the pharaohs to be gods. The pharaohs often got the country into war. We now often think of Ancient Egypt as a land of mummies and pyramids.

   B. In Ancient Egypt, the bodies of the great pharaohs were often made into "mummies" and were buried in great pyramids. The pharaohs were like gods to the people. Egypt was a peaceful country, but the pharaoh expected the people to obey him in all matters.

   The two paragraphs agree in each of the following ways except one. Check the way they seem to be in the greatest disagreement. (Check one.)

   ____ They both say that Egypt was governed by pharaohs.
   ____ They both say Egypt is known for its mummies.
   ____ They both say that Egypt built pyramids.
   ____ They both say that the pharaohs were considered to be gods.
   ____ They both say that Egypt was a warlike country.

PERFORMANCE OBJECTIVES

Skill III: Evaluate the reliability and authenticity of the sources of information as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill III:

1. Let us say you were asked to write a report about the major industries of Japan. Check the following sources of information that are most likely to give you the most accurate information:

   ____ a neighbor lady
   ____ a friend my own age
   ____ a recent book about the development of Japan in recent times
   ____ an article in the newspaper about Japan
   ____ a person who has just spent a week in Japan
   ____ stand on a street corner and ask at least 100 people who pass by about Japan.

2. The teacher might present the student with a question or topic and ask him to gather information on the question from as many different sources as possible. (Skill I) Stress should be placed not only on numbers of sources, but a variety of sources, such as books, magazines, newspapers, personal interviews, films and filmstrips, surveys, etc. The students then would be asked to compare the information they gathered. (Skill II) Then they would be asked to evaluate the various sources of informaton and discuss the question of why, in various situations and according to the question, some sources of information are superior to others. (Skill III) The teacher could evaluate each skill on the basis of: (I) the variety of sources each student used; (II) the extent to which he was able to identify similarities and differences in the information; and (III) the extent to which he was able to evaluate the quality of the various sources of information used by the students.

TAKING PART IN GROUPS DISCUSSIONS.

Given a group discussion situation, the student will demonstrate an ability to take part in the discussion by:

Skill I: Presenting his own ideas, as measured by minimum criteria on an objectives-referenced test.

Skill II: Demonstrating a willingness to expand and clarify his ideas, as measured by minimum criteria on an objectives-referenced test.

Skills I, II, III, & IV:

1. It would be well for a teacher to devise herself or locate an existing discussion analysis form. (For example, the Flander's Interaction Analysis Scale.) Then she could organize either a class or a small group discussion on a topic all participants are able to discuss. Either she or

PERFORMANCE OBJECTIVES

Skill III: Listening to others, as measured by minimum criteria on an objectives-referenced test.

Skill IV: Commenting on, paraphrazing and building on the ideas of others, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

observers could use the discussion analysis form to keep track of which students: (I) were willing to say something; (II) were willing to expand and clarify an idea; (III) were willing to listen to others; and, (IV) were willing to comment on and build upon the ideas of others. Such a discussion analysis form could be used periodically throughout the year to determine the progress of students. Skill III (listening to others) might be difficult to determine through observation alone. In this case, following a discussion, the students could be asked to re-state some major ideas presented by certain participants. A child who could re-state an idea presented by Tom, Mary, Fred, and Sue, for example, could be considered a better listener than a child who couldn't remember anything said by those children.

2. The students could be shown a film of a group discussion, and perhaps they could also be supplied with a transcript of the discussion. Following the showing of the film and using the discussion transcript, the students could be given a set of questions, such as:

   A. Which participants in the film seemed to be the most willing to present ideas? Which were the most unwilling?
   B. Which students seemed to be the most willing to expand and clarify his ideas? Describe how he or she did this. Which students seemed to be the most unwilling to do this? Describe.
   C. Which students seemed unwilling to listen to the others? Describe. Which students seemed willing to listen to others? Describe.
   D. Which students seemed most willing to comment on and to build upon the ideas of others? Describe.

The same technique could be used by having some of the students in the class observe other students having a discussion. The discussion participants could either be asked to take part in an actual discussion or they could be asked to role-play various discussion behaviors.

PERFORMANCE OBJECTIVES

TAKING PART IN GROUP ACTIVITIES.

Given a group activity situation and minimal adult supervision, the student will demonstrate an ability to take part in an activity by:

Skill I: Helping to establish the purpose and/or nature of the activity, as measured by minimum criteria on an objectives-referenced test.

Skill II: Taking part in the activity, as measured by minimum criteria on an objectives-referenced test.

PROBLEM SOLVING.

Given a description of situations and/or events suggesting possible problems, either of an interpersonal or more broadly social nature, the student will:

Skill I: Identify a possible problem or problems, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skills I & II:

1. The teacher could devise an observational technique to assist her in determining how well the students are able to plan and take part in a group activity. It would be well to determine specific criteria that she would use as a basis for evaluation. Such an observation technique could be used periodically throughout the year to gauge individual student progress. The important thing would be that the teacher make it a point in her plans for the year to define specific strategies to encourage the children to take part in group activities with some degree of independence.

2. Students could be asked to role-play an independent activity session, and other students could observe. Or a film could be shown that depicts a group of children in some activity. Following the role-playing situation or the showing of the film, the students could be asked to respond to such questions as:

   Which children seemed the most helpful in planning the activity? Why?
   Which children seemed the least helpful? Why?
   Which children seemed the most cooperative? Why?
   Which children do you think contributed most to the activity? Why?
   Which children seemed to be the leaders? The followers? Were there children that seemed neither to be good leaders nor good followers? Explain.

Skill I:

1. Below is a photograph of a city. By looking at this picture, you might guess that the city has

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

some serious problems. List six problems that you can think of.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

(Note: Through field testing this item with students of that age, a list of probable and acceptable responses could be compiled. Individual responses could be evaluated in terms of this "master list." However, unusual, though acceptable individual responses might be accepted as well. A variety of other kinds of pictures suggesting problems could be used.)

2. Read the following story:

Two boys, Ned and Tom, were the best of friends. One day they went fishing. They both caught a lot of fish. When they were done, they each put the fish they caught in a fishing basket to carry them home in. Each boy's basket was nearly full. On the way home they decided to rest under a tree. Tom fell asleep for a little while. Later they continued on home. When Tom got to his house, he opened his basket and noticed that some of his fish seemed to be gone. In fact, he thought he had only about half as many as he started out with.

On the basis of what you were told in the story about Tom and Ned, which of the following would you consider problems that Tom must decide upon? (Check as many as you wish.)

___ He must decide if he really does have fewer fish than he started out with—or does he just think he has fewer.
___ He must decide what to tell his mother about the fishing trip.
___ He must decide when he will go fishing again.
___ He must decide how to go about getting the fish he thinks are missing back.

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___ He must decide how to approach Ned to ask him if he took the fish—or if he knows anything about what happened to them.
___ He must decide if it is worth risking his friendship with Ned by approaching him with the question of the missing fish.
___ He must decide when to fry the fish.
___ He must decide if it's possible that Ned has been dishonest on other occasions too.
___ He must decide whether to drop the matter or make an issue of it.
___ He must decide where he will go ice fishing when winter comes.

(Note: Student will be expected to mark at least three of the most appropriate responses. Similar kinds of questions could be presented to students based upon the showing of a filmstrip or film, or listening to a tape.)

3. In dealing with almost any topic in the social studies, the teacher can ask the students to identify possible problems involved in situations. For example, the teacher could ask, "What problems do you think President Lincoln faced in fighting the Civil War?" "What problems do you think the settlers in Jamestown faced?" "What problems do you think were involved in building the pyramids?" "What problems did the Indians have as the white man moved west in larger numbers?" "What problems do you think the cities face?" "What problems do you think industry has in coping with pollution?" Such questions can be asked either before asking the students to read about a situation, or after they have read. By asking students to speculate about possible problems, students should become more attuned to the idea of identifying problems. The teacher can assess her students' ability to identify problems, then, by describing a given situation and asking them to individually write as many problems as they can think of involving that particular situation.

PERFORMANCE OBJECTIVES

Skill II: Suggest possible solutions to the problem or problems, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. In the photograph you looked at above, you were asked to identify at least six problems. Now choose one of the problems you listed and write it again on the blank space listed "problem." Then write in the space below at least three ways you think this particular problem might be solved or corrected.

   Problem _____

   How do I think this problem might be corrected or solved:

   1. _____

   2. _____

   3. _____

   If you can think of still other ways the problem could be corrected, list them below.

   (Note: Again, through field-testing, a list of the most probable and acceptable responses could be listed, and the student's responses could be gauged against these. However, additional acceptable responses could be considered. Also, additional credit could be given to responses beyond the three required.)

2. Read again the story above about the two boys. Then read the following possible things that Tom could do. Which do you think would be the most reasonable way for him to handle the situation? (Check one.)

   ___ He could go to Ned's house and accuse him of taking the fish and demand that he return them at once.

   ___ He could decide to continue to act friendly toward Ned, but he could wait for a chance to get back at him in some way.

   ___ He could decide that he would tell Ned that he thought some of his fish were missing and ask him if he knew anything about it. Maybe this way he could get a clue about what really happened.

   ___ He could decide that he would ask Ned to go fishing again, and he could watch for a chance to steal some of his fish—and then he'd see how he liked it.

   ___ He could decide that he would tell everyone that Ned stole his fish and wouldn't give them back. That way, everyone would know from then on that Ned shouldn't be trusted.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

3. Study the picture below. It shows a city that obviously has a severe problem with air pollution. (The picture might be an aerial view of a place like Gary, Indiana.) Which of the following do you think would be the most reasonable solution to the problem of pollution in that city? (Check one.)

   ____ They should move the whole city to another location.
   ____ They should immediately force the factories causing the pollution to close down.
   ____ They should get the owners of the factories to find ways of controlling the pollution within a certain period of time.
   ____ They should burn the factories down and start all over.
   ____ They should talk to the owners of the factories and let them know that the people in the town don't like the pollution.

4. Social studies material supply ample opportunities for problem identification. (See #3 above under Skill I) It would be important for a teacher to encourage students to also speculate about solutions to problems. Similar to #3 above, in order to assess the student's ability to generate solutions to problems, she could ask them to list as many solutions as they can think of. If she has stressed problems, solving in discussions, each student should acquire an increasing skill in thinking of possible solutions.

Skill III: Suggest possible consequences of the proposed solutions, as measured by minimum criteria on an objectives-referenced test.

Skill III:

1. Sometimes when a solution to a problem is introduced, that solution has unexpected results or consequences, as well as the desired effect. Consider again the photograph of the city above and the six problems you identified. Also, read again the three solutions you suggested for one of the problems.

   Now write one of the solutions you suggested on the space below. List below that space at least two consequences of the solution that may or may not have been expected or foreseen.

   Your suggested solution _____
   Two possible consequences (or results) of that solution.
   1.
   2.
   List others, if you wish.
   (Note: Evaluation procedures would be similar to the above.)

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2. Farmer Smith was having trouble with insects eating his crops. So the next year he decided to spray his crops. He hired a spraying agency, and they sprayed Smith's fields throughout the season. That year he did not lose any of his yield because of insects, so he kept spraying each year.

   Some of the results of his spraying were good, some not so good. Of the following results, indicate those that you would consider "good" by marking them "G"; those not so good, "N".

   ____ Smith managed not to lose any of his crops to insects after spraying.
   ____ Smith was able to supply the people in his area with a crop that they needed and wanted.
   ____ Smith was able to make more profit because he didn't lose his crops because of insects.
   ____ Some of the people who lived near by became sick when the spray drifted into their homes.
   ____ Smith's crops were healthier after spraying.
   ____ Some of the crops themselves tended to become contaminated with the spray.
   ____ The water supply in that area began to become infected with the insecticide.
   ____ The birds in the area disappeared after the sprayings.

3. The same technique as described in #3 above in Skill I and II would apply similarly to this skill.

FEELINGS, ATTITUDES AND VALUES

A. Feelings

Given an event or a description of an event involving persons, the student will:

Skill I: Identify the various feelings a person or persons involved in the event may have experienced, as measured in minimum criteria on an objectives referenced test.

Skill I:

1. In 1945 Vice-President Harry S. Truman was urgently called to the White House. The moment he arrived there he was shown into a room where he found Mrs. Roosevelt, President Roosevelt's wife, waiting for him. Mrs. Roosevelt, looking very sad, stepped forward and placed her hand on Mr. Truman's shoulder. She said, "Harry, the President is dead." In

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Skill II: Identify possible reasons for those inferred feelings, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

that moment, Mr. Truman, the man who had said he did not want to be Vice-President, learned that he had become the President of the United States. Within an hour all of the world learned that Roosevelt had died and that the almost unknown man from Missouri was the new President.

Mr. Truman must have had many feelings at the moment he learned the news. On the basis of this description, which of the following feelings do you think were most likely to have experienced by him? (Check as many as you wish.)

___ Sadness that the President was dead.
___ Fear that he wouldn't be able to handle the great responsibility of the Presidency.
___ Bitterness that Mrs. Roosevelt, rather than a Government official, should have been the one to give him the news.
___ Sympathy for Mrs. Roosevelt.
___ Disappointment that he would no longer be Vice-President.
___ Excitement about the challenge that lay before him.
___ Satisfaction that he was almost the first person in the country to learn the news.
___ Relief that he would no longer have to carry the duties of the Vice-President.
___ Overwhelmed that he was now the President of the United States.

Skill II:

1. Two countries were located next to each other. One country, the smaller of the two, was called Tanzard. The larger was called Rubosa. Although both countries were prosperous and peaceful, the people of Tanzard did not like Rubosa or its people. In fact, there was a great deal of ill will between the two peoples.

   Mark the likely reason for this feeling.

   ___ For years the people of Tanzard felt dominated and overshadowed by Rubosa. The bigger country seemed to like to have the most say in almost all matters.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	____ For years the two countries had argued over its common borders. There was one area of land in particular the people of Tanzard always felt should be theirs. ____ The two countries had been rivals for so many years, they could scarcely know where the poor feelings first came from. But the years of disputes added up to real hatred. ____ All of the above could be reasons for the ill feelings.
Skill III: Identify possible future behaviors that may occur because of those feelings, as measured by minimum criteria on an objectives-referenced test.	Skill III: 1. In a certain village, the people treat the young boys very harshly. The boys are encouraged to fight among themselves, and they are taught to be kind or sympathetic is to be weak. When they turn 12 years of age, the boys go through a torture ceremony; and if they can manage not to show any sign of pain, they become respected adult men at that age. On the basis of this description, what kind of men are the boys likely to become? (Check one.) ____ Men who are deeply interested in the welfare and happiness of others. ____ Men who are devoted to their families and are warm, devoted fathers and husbands. ____ Men who engage in rough and dangerous sports and who like warfare with other villages. ____ Men who lead lives of quiet contemplation and religious feeling. ____ Men who become excellent artists, dancers, and musicians.
Skill IV: Relate those feelings to his own experiences as measured by minimum criteria on an objectives-referenced test.	Skill IV: 1. Relating the feelings of others to one's self would need to be done within a particular classroom. For example, a teacher might present a description of an event involving persons. She might ask them, "Just how do you think the person (or persons) feld when . . .?" (Skill I) Then, "Why do you think he (or they) felt that way?" (Skill II) "What do you think will happen because he (or they) feels that way?" (Skill III) Then "Has anything like this ever happened to you? How did you feel? Why? What happened?" (Skill IV). In all of these skills, diversity of responses is considered desirable. In evaluation, then, the teacher would use quantity and variety of response as important criteria.

4-6 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

FEELINGS, ATTITUDES, AND VALUES
B. Attitudes

Given an event or a description of an event involving persons, the student will:

Skill I: Identify attitudes the person or persons involved in the event may seem to have, as measured by minimum criteria on an objectives-referenced test.

Skill II: Identify possible sources of these attitudes, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Mary's friends asked her to go out with them on a school night. Mary said she would like to go, but she would have to ask her father first. She thought he would say yes. But as it turned out, he said no, and Mary got very angry. She told her father that she hated him and was going to run away from home. But her father refused to change his mind. The next day Mary came to the breakfast table much quieted down. She was friendly toward her father—and everything seemed to be pleasant again. Later when she told her friends that her father wouldn't let her go out, she seemed almost proud—as if her father cared enough about her to not always let her have her own way.

   What attitude toward her father does Mary seem to show? (Check one.)

   ____ Her attitude seemed to be one of anger in this incident.
   ____ Her attitude seemed to be one of respect for her father.
   ____ Her attitude seemed to be one of indifference to her father.
   ____ Her attitude seemed to be none of the above.
   ____ Her attitude seemed to be at least two of the above.

Skill II:

1. Frank does not like school. His attitude toward school, in fact, is completely negative. Of the following possible reasons for Frank's negative attitude toward school, which is the *least* likely one?

   ____ He doesn't enjoy what he is expected to do in his classes.
   ____ He finds the class work very difficult and gets low grades.
   ____ He would rather be working and earning money than sitting in school.
   ____ He doesn't see that what he is learning in school is important.
   ____ He read a story once about a boy who didn't like school.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
Skill III: Identify possible future behaviors which may occur because of these attitudes, as measured by minimum criteria on an objectives-refererenced test.	Skill III: 1. Let us say that Mary was placed in a certain kind of class in school that she liked very much. Indeed, it was her favorite class. She not only liked the material they studied in the class, but she liked the teacher as well. Which of the following statements would you accept? (Check one.) ____ Mary's attitude toward the class will probably help her to succeed in it. ____ Mary's attitude toward the class will probably have little effect on how she does in it. ____ Mary's attitude toward the class may actually contribute toward her doing very poorly in it. ____ Mary's attitude toward the class is probably not sincere. ____ Mary's attitude toward the class is very negative.
Skill IV: Relate these attitudes to his own experiences, as measured by minimum criteria on an objectives-referenced test.	Skill IV: 1. In discussion of social science data and historical events, the teacher will stress the various attitudes that persons involved seemed to demonstrate. In order to make these data and events more vital, the teacher will also stress relating these to the student's own life through such questions as: "Has anything like this ever happened to you? "What were your attitudes? Why? What were the outcomes of those attitudes?"
FEELINGS, ATTITUDES, AND VALUES **C. Values** Given an event or a description of an event involving persons, the student will: Skill I: Identify the values the person or persons involved in the event may hold, as measured by minimum criteria on an objectives-referenced test.	Skill I: 1. In a certain country one can see large numbers of Holy Men. They pass their days in prayer and meditation. Often times they will spend weeks at a time seated in one spot thinking about their God and about their place in the whole universe. People in the countryside respect these Holy Men, who, they believe, live very close to God. They seldom speak, but when they do, they say many wise things.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

Which of the following do you think the Holy Men value or consider important? (Check as many as you wish.)

____ quiet and peaceful places
____ strong armies
____ cars and motorcycles
____ the world of nature
____ political power and advancement
____ world success and money
____ simple clothing and food
____ family and friends
____ truth and goodness
____ a non-materialistic philosophy of life
____ communication with their God
____ all forms of life, both animal and plant

Skill II: Identify the possible sources of these values, as measured by minimum criteria on an objectives-refernced test.

Skill II:

1. We all "value" certain things, and what we value we call "values." Where do you think we learn or "get" our values? (Check one.)

____ from our families
____ from our friends
____ from our religious beliefs
____ from our society or culture
____ from *all* of the above
____ from three of the above
____ from none of the above

Skill III: Identify possible future behaviors that may occur because of those values, as measured by minimum criteria on an objectives-referenced test.

Skill III:

1. A certain dictator came into power. He believed the people should obey him absolutely and that the most important thing was not individual freedom, but the advancement of the country itself. The nation itself was more important than the individuals in it.

   As a result of this dictator's values, what do you think he would do while in power? (Check as many as you wish.)

____ He will encourage great pride in the nation.
____ He will build huge public monuments and memorials honoring men who have died in battle.
____ He will encourage excellent newspapers.
____ He will hold free elections.
____ He will advocate schools where children learn to obey authority.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	____ He will encourage artists, authors, and all forms of creative expression. ____ He will hold great public rallies and encourage parades on national holidays. ____ He will value peace. ____ He will build a large army. ____ He will encourage the person's right to privacy.
Skill IV: Relate those values to his own experiences, as measured by minimum criteria on an objectives-referenced test.	Skill IV: 1. In class discussions, the teacher will encourage students not only to listen to what others value, but also to express what they themselves value. Such techniques as the Values Examination and Clarification approach, the Sidney Simon techniques, and the Hilda Taba discussion strategies would be appropriate.
SERVICES AVAILABLE TO PERSONS Given a description of some needs of both individuals and groups of individuals, the student will:	
Skill I: Identify existing services provided by various governments, business and labor groups, public and private organizations, and individuals that meet these needs, as measured by minimum criteria on an objectives-referenced test.	Skill I: 1. Sometimes we can meet our needs ourselves, as individuals. Sometimes, however, our needs must be met by various groups and organizations, including governmental agencies. Which of the following could be accomplished by individuals, and which of the following would need to be accomplished by a service organization? Mark those that could be accomplished by an individual "I." Mark those that would require a service organization "S." ____ writing a book or article. ____ planting a garden in one's back yard. ____ building a highway ____ going shopping ____ constructing a public park ____ painting a house ____ providing public schools ____ providing unemployment insurance ____ providing a hospital ____ building a path from your house to the garage

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

2. Some things we need are available through *private* services. In other words, these services are offered by private individuals, usually on a profit basis.

   Some things we need are available through *public* services. In other words, these services are offered by public organizations, like city, county, state, and the Federal governments. These services are paid for by the people (through taxes) and are offered on a non-profit basis.

   Some things we need may be available through either public or private services.

   Mark the following with an "A" for *Private*; "B" for *Public*; or "C" for either.

   ____ schools
   ____ water, light, and electricity
   ____ grocery stores
   ____ Social Security and Unemployment Compensation programs
   ____ highways
   ____ places where cars are repaired
   ____ National and State Parks
   ____ stores where you buy clothing

Skill II: Identify why these needs must be met by various service organizations and agencies, as measured by minimum criteria on an objectives-referenced test.

Skill II:

1. Sometimes services in this country are offered to people through governmental agencies. Which of the following would you say are the *best* reasons for services sometimes being provided by governments? (Check as many as you wish.)

   ____ Sometimes private groups stop offering services needed by people, so the government must step in and offer these services.
   ____ Sometimes new and unexpected needs arise among the people, and the government is the only place where these needs can be met.
   ____ Sometimes the governments want to become more powerful and increase their authority, so they want to increase their services.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

___ Sometimes the services needed by people are so expensive and are needed by so many people that only governments can adequately meet the needs.
___ Sometimes governments need to raise more money, so they decide to do it by increasing the services offered to people.
___ Sometimes it is more efficient for governments to provide services to people, especially when the services involve those needed by people throughout a city, throughout a state, or throughout the nation.
___ Sometimes government employees do not have enough work, and so they must be employed in new service agencies.

2. Think of the various services that may be available to you and your parents. List these services. Now think where you can receive these services. List these too. Next, try to find out if these services are available through public agencies, through private organizations, or through both of these. Finally, decide why these services are either private or public or both?

THE WORLD OF WORK

Skill I: Given a list of occupations, the student will place the occupations into appropriate occupational clusters, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Someone has suggested that all of the occupations that people have can be grouped into 15 occupational clusters. These are listed below:

   1. Agriculture-Natural Resources
   2. Fine Arts-Humanities
   3. Communications and Media
   4. Construction
   5. Distribution & Marketing
   6. Health
   7. Marine Science
   8. Hospitality & Recreation
   9. Manufacturing
   10. Office & Business
   11. Personal Services
   12. Transportation
   13. Environmental Control
   14. Public Service
   15. Consumer & Homemaking

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Below are listed 10 jobs and occupations. In the blanks, write the number of the occupational cluster you think it belong in.

____ nurse	____ secretary
____ math teacher	____ hair dresser
____ architect	____ farmer
____ waiter	____ plumber
____ factory worker	____ truck driver

2. Below are 20 jobs and occupations. Thse could be grouped into various clusters of jobs, so that each cluster contains jobs of a similar nature. In the spaces provided, form three job clusters. Think of a label for each cluster that explains why you grouped these jobs together.

Cluster I	Cluster II	Cluster III
Label _____	Label _____	Label _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Skill II: Given a description of a particular occupation or occupational cluster, the student will identify ways in which that occupation or occupational cluster is related to other occupations, as measured by minimum criteria on an objectives-referenced test.

Skill II:

1. The main function of a hospital is to provide a central place where doctors can take care of their patients. However, many people who work in hospitals are not doctors. Name five workers, such as a nurse, who work in hospitals but are not doctors. Describe briefly what they do.

Name the Workers	Describe What They Do
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Still other workers who do not actually work in the hospital itself are needed to keep it going. Name five workers who worked *outside* of the hospital who are necessary to keep it going. Then tell why they are needed by the hospital.

PERFORMANCE OBJECTIVES

Skill III: Given a description of a particular occupation, the student will identify skills and competencies, as well as cognitive and affective factors, that relate to that occupation, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Name the Workers	Describe How They Are Needed by the Hospital
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

2. Which statement would you say is the one you would most agree with? (Check one.)

___ Most jobs are not related to or dependent upon other jobs.
___ Most people could carry on their jobs without depending upon people in other jobs.
___ Some jobs are related to each other, but many jobs are not.
___ Jobs are so similar that if you could hold one job, you could hold any other job as well.
___ Almost every job is related to and dependent upon many other jobs.

Skill III:

1. A job description reads as follows:

Typist: Duties mainly include reading the names and addresses of people who send in license applications and typing these names and addresses on an official license application form. Would work with 10 other typists doing similar work.

Of the following abilities, which would be the most essential for this job? (Check four.)

___ ability to work with others
___ ability to type
___ ability to read
___ artistic ability
___ mathematical ability
___ ability to write well
___ ability to take direction
___ ability to handle children

2. Following is a paragraph that described a typical day in the life of a _____ (Any occupation) On the basis of this description and any other information you may have, list three qualifications that you think a person would have to have to do this job well:

1. _____

2. _____

3. _____

4-6 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

Skill IV: Given a description of a particular school activity or area of learning, either cognitive or affective, the student will identify the relationship between that activity or area of learning and possible vocational, avocational, or career pursuits, as measured by minimum criteria on an objectives-referenced test.

Skill V: Given a description of a particular occupation, the student will identify:
(A) possible means of obtaining information about the nature of that occupation, and,
(B) various approaches to and skills for applying for a job related to that occupation.

EXAMPLES AND COMMENTS

Skill IV:

1. Think of five things you have done or learned in the past several days in school. Then think of how each of these might be of use to you at some time in your life.*

Things I Have Done or Learned at School	How These May Help Me at Some Time in the Future
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

*If, by chance, you can't think of things you have learned at school that you think will be useful to you, then list things you would liked to have done or learned, and tell how you think they would help you at some future time.

Skill V:

1. If a person is considering a certain kind of a job and would like some information about it, which of the following would you suggest he do?

   ____ Go to the library and try to get a book or pamphlet about the kind of a job.
   ____ Talk to someone who has that kind of a job.
   ____ Visit a place where there are people doing that kind of work.
   ____ Talk to a job counselor who can give him information about how well he seems to be suited for that particular job.
   ____ All of the above would be good ways to find out about a job.

2. Have the student complete a job application form, apply for a job in a personal interview, and/or write a letter of application. Establish in advance (and share with the student) criteria for evaluating such procedures. Evaluate the form, interview, and/or letter on the basis of these criteria.

   Also, it would be possible to present reproduction of job application letters and/or completed application forms. The student would be expected to identify ways in which the letters or the completed forms are either good or poor.

PERFORMANCE OBJECTIVES

THE TRANSMITTANCE OF CULTURAL TRAITS FROM PERSON TO PERSON.

Skill I: Given a description of various social (cultural) behaviors, both individual and group, the student will identify the individuals or groups within that society or culture that may have affected those behaviors, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Johnny is ten years old. At mealtime he seldom says much. He mainly listens to his father and his mother talk. Sometimes he thinks of something that he would like to say, but it never really occurs to him to say it. He brother and sister also remain silent during meals. However, Johnny enjoys mealtime. For one thing, his mother and father often talk about interesting things, and Johnny enjoys listening. Also, his mother is a very good cook — so all in all, meals are very pleasant indeed.

   What do you think is the most likely reason that Johnny does not talk at mealtime?

   ____ He read in a book once that children should not speak at mealtimes.
   ____ A boy in school told him that he heard it wasn't polite for children to talk with adults at mealtime.
   ____ There is no reason — he just prefers it that way.
   ____ He can never think of anything to say.
   ____ His parents have taught him that children should be seen, but not heard, at meals.

2. The children in this South Sea Island village are very happy and carefree. To the visitor from America the children may appear to be noisy and undisciplined, but no one ever seems to restrict them in any way. Although the children do go to school for a short while, for the most part they spend their time playing games, swimming, fishing, and dancing. They are extremely friendly and seldom does one hear them quarrelling. They are very talkative, even with strangers; and usually adults will stop talking in order to let the children speak.

   Why do you think the children on the island behave in this way? (Check one)

   ____ The children learn to be this way from the earliest years at home.
   ____ The children learn to be this way by observing and being around other children.
   ____ The children learn to be this way because the older people in the village, including the village chief, seems to encourage them to be that way.

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EXAMPLES AND COMMENTS

___ The children learn to be that way because that is the only way they have ever seen children behave.
___ The children learn to be that way because of all of the above reasons.
___ The children really don't learn to behave that way at all — that's just the way they are.

3. The teacher would do well to conduct a class discussion about the various behaviors that the children observe in the people around them. The teacher would encourage them to consider *why* people come to behave in these ways. The point would be that people behave in certain ways because their culture or sub-culture expects them to behave this way, and these expectations are transmitted through various people: parents, friends, clergymen, teachers, etc.

Skill II: Given a list of statements concerning the transmittance of cultural traits, the student will identify those that are the more defensible from a social science standpoint, as measured by minimum criteria on an objectives-referenced test.

Skill II:

1. The members of the Aku Paska village were very warlike. Boys were taught early to fight, even with other boys within the village. People there tended to suspicious of everyone, even of each other; and even the women were quick to fight. The Kara Kuti people were just the opposite. They were friendly, trusting, and peaceful people. They did not even have the word "fight" in their language.

   What is the most likely reason for the differences between the two people? (Check one.)

   ___ People are just born different.
   ___ People are different in other countries.
   ___ The climate affects the way people are.
   ___ Individuals are influenced by the culture they are a part of.
   ___ Some people simply prefer fighting; some people prefer not to fight.

2. Social scientists have many ideas about how we "learn" human behavior and why human behavior varies from place to place and from culture to culture.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

Indicate the statments below you think most social scientists would *agree* with by marking an "A". Indicate the ones you think most social scientists would *disagree* with by marking a "D".

____ Parents (or the people who raise children) have a great effect on the way their children think and feel about things, especially when they are very young.

____ A person's physical qualities (his height, the color of his eyes, his build, and so on) are mainly influenced by the culture he is a part of.

____ Individuals are, in a way, products of the culture they are a part of.

____ All people we come in contact with have an equal effect upon us.

____ Often times within a particular culture one might also find individual groups of people that are different from each other. These smaller groups within a culture are called "sub-cultures."

____ We learn certain cultural traits through our parents and other people we come in contact with.

____ People are pretty much born what they are, and their environment (their surroundings) have very little effect upon them.

____ Young people tend to be quite influenced in the way they think and feel about things by other young people.

____ Very young children of two or three years of age are usually more influenced in the way they behave by persons within their homes, rather then by children outside their home.

____ All the people within any particular culture are likely to think and feel about things in almost exactly the same way.

____ "We are what we are partly because of the people we come in contact with."

____ All people are part of some culture or other.

4-6 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

ADAPTING BIOLOGICAL INHERITANCES TO THE ENVIRONMENT

Skill I: Given a description of a particular environment, the student will (A) identify ways in which man has adapted to that environment and (B) demonstrate an understanding that these adaptations have resulted in similarities and differences, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. In a certain town, a high percentage of people worked in a mine. Almost everyone in the town depended upon the mine in some way or another. One day the owner of the mine announced that the mine was closing down permanently. All the men who worked in the mine would be out of work, and the people whose businesses depended upon the miners also would suffer.

   All except one of the following statements suggest that when it is necessary, people may adapt to (and adjust to) new conditions. Mark the statement that does *not* suggest the idea of adaptation.

   ____ Some of the men though that they would get together and develop a ski hill on the outside of town. That way, skiers would be attracted to the town, and the people there could live on the "ski trade."

   ____ Some people thought they would get other industries to come into the town to take the place of the mine.

   ____ Some people thought they could find some new owners for the mine who would re-open it.

   ____ Some people thought that the town could get along without the mine and that although there would be fewer jobs available with the mine closed and the town would get smaller, still, the town would survive.

   ____ Some people said that mining was the only thing they could do and that the closing of the mine meant "the end of the town."

2. Below are five pictures that suggest how a person may adapt to his environment. Which of the pictures shows what you would consider the *best* adaption?

   Picture 1: A man in Alaska wandering about in the snow. He is inadequately dressed.

   Picture 2. A man in the wilderness. He has tried to make a poor shelter out of a few leaves. It is raining.

   Picture 3: A man lying dead in the forest.

   Picture 4: A man in the desert. He is overdressed and sweating, etc.

   Picture 5: An Eskimo building an igloo.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
Skill II: Given a list of statements concerning the effects of both heredity and environment on man, the student will identify those statements that are the more defensible from a social science standpoint, as measured by minimum criteria on an objectives-referenced test.	**Skill II:** 1. Following is a list of statements concerning the effect heredity and environment have on us. Mark the ones you think would be considered the most acceptable. Mark as many as you wish. ____ Man is a "product" both of heredity and environment. ____ Heredity is more important than environment. ____ Our height is mainly determined by heredity. ____ Our bodies are affected by our environment in some ways. ____ If an infant born in a primitive village were taken out of that village on the day of his birth and raised in an American city, he would still grow up to be more like the people of his native village. ____ If you could take an infant born 4,000 years ago and raise him in the modern world, he would be just as "modern" as anyone else. ____ Our environment has an effect on the way we act and the kind of persons we are. ____ Heredity is more important than environment in determining the kind of person we are — how we act, what we like, our personalities, etc.
COMPARATIVE CULTURES **Skill I:** Given a description of two cultures or sub-cultures, the student will identify: (A) some of the ways in which the two cultures or sub-cultures may differ and be alike; and (B) possible reasons for the similarities and differences, as measured by minimum criteria on an objectives-referenced test.	**Skill I:** 1. The culture and way of living of a group of people who live in Central Africa is very different from the culture of a group of people who live near the Arctic Circle. These two groups of people seem to differ in almost every way. However, as different as they are, they are alike in some ways too. Following are some statements that you will make true or false on the basis of whether or not they reflect how the two groups are alike or how they are different. ____ Both groups of people must find or raise food to survive. ____ Both groups of people probably enjoy the same kinds of food and prepare these foods in similar ways.

PERFORMANCE OBJECTIVES

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___ Both groups of people probably practice the same kinds of child-raising practices.
___ Both groups of people probably have some kind of religious customs.
___ Both groups of people probably have some kind of way that they move their young people into adulthood.
___ Both groups of people probably have some way of expressing themselves in some art or craft form.
___ Both groups of people probably have similar religious customs and observances.
___ Both groups of people probably choose the leaders or officials in the same way.

2. Two groups of people are very different. The one group is highly suspicious of anyone who is not a part of their group. In fact, they are downright hostile to all strangers. Young people in the group are sheltered from outside influences, and in their education they learn only enough to get along within the group — no more.

The people in the other group are open and friendly. People who come to the group are quite easily accepted. In their education, children learn about how people in other places live, and many times young people will go and live in the places they have heard about. But oftentimes they decide to come back home again.

Which of the following is the *least* likely explanation of why these two groups of people are so different? (Check one.)

___ The people in the first group may live in a remote, inaccessible place, while the people in the second group may live in a place where they have close neighbors and people from other places coming and going all the time.
___ The people in the first group probably have suspicions and hostility born into them at birth, while the people in the second place are born friendly.
___ The people in the first place have been attacked many times by their neighbors and have come to be suspicious, while the people in the second place have been on friendly terms with others almost throughout their history.
___ The cultural backgrounds of the two groups are very different, so that the culture of the first group has tended to encourage hostility, while the culture of the second group has tended to encourage acceptance and friendliness.
___ All of the above would be good explanations of why these people are different.

PERFORMANCE OBJECTIVES

Skill II: Given a description of a pluralistic society, the student will identify: (A) some of the groups, particularly ethnic, racial, and religious groups, that are a part of that society; and (B) how the various groups are alike and different, as measured by minimum criteria on an objectives-referenced test.

Skill III: Given a description of some of the groups, particularly ethnic, racial, and religious groups, that may be a part of a pluralistic society, the student will identify: (A) the role such groups have played in that society; (B) some problems of prejudice and discrimination that may exist in terms of these groups; and (C) some possible means of overcoming problems of prejudice and discrimination, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. All of the following statements except one could describe a pluralistic society. Check the one that does not.
   - ____ A society that allows for many different customs, styles of life, and ways of behaving.
   - ____ A society that is probably made of many different racial and ethnic groups and people with many different backgrounds.
   - ____ A society such as the American one.
   - ____ A society that encourages one way of living for all of the people, so that everyone follows pretty much the same kind of customs.
   - ____ A society that allows people to lead the kind of life that they please, as long as it does not interfere with the well-being of others.

2. Can you think of various racial and ethnic groups that are a part of your community? List them. Or read about another country (or society or community) and list the various racial and/or ethnic groups that may make up that country. How are these groups alike and different?

Skill III:

1. Many different racial and ethnic groups have come to this country. In fact, the only truly "native American" is the Indian. All others came from other countries.

   The various racial groups, ethnic groups, and nationalities that have come to this country have played an important role in making this country what it has become. Check one of the following which best suggests the role these people have played. (Check one.)

   - ____ They have contributed a great deal to the arts and sciences in this country.
   - ____ They have enriched and contributed to almost all aspects of American life.
   - ____ They have brought many ideas and customs from their native lands to the United States.
   - ____ All of the above would be true.
   - ____ Two of the above would be true.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

2. Sometimes when people came to the United States from other countries they were discriminated against because of their race or nationality. Which of the following were ways that these people were sometimes discriminated against?

   ____ They were sometimes not hired for certain jobs because of their race or nationality.
   ____ They sometimes were not allowed to join certain clubs and organizations.
   ____ They sometimes were not promoted to higher jobs, and when people had to be fired, they were the first ones to be fired.
   ____ They sometimes found it difficult to buy homes in certain parts of the city, even if they could afford to do so.
   ____ All of the above were sometimes true.
   ____ Three of the above were sometimes true.

3. In a certain city one group of people made up a small part of the population. Which of the following might be ways to end the discrimination in that city against that group of people? (Check one.)

   ____ An educational program could be started for the children in the schools so that they might learn to accept and understand the people.
   ____ The courts in the city could make judgments to protect the rights of the people who were being discriminated against.
   ____ Laws could be passed to make it against the law to discriminate against people.
   ____ TV, radio, and newspaper stories about the people could appear, so that more people could learn to understand and accept them.
   ____ The two groups of people could get into discussion groups and discuss their differences, and gradually they might get to understand and accept each other.
   ____ All of the above might help to end discrimination.

4. Read a book, such as *Sounder*, *All-of-a-Kind Family*, or *Aunt America*. (Each of these books are written on about a 6th grade reading level. One is about Blacks, one is about a Jewish family in New York, and one is about Polish people in America. All are novels.) On the basis of the books, discuss the problems of prejudice and discrimination that these books suggest. How did the characters deal with this? What did they do about it? What would you have done? Is the situation in this book like anything you have ever experienced or seen?

PERFORMANCE OBJECTIVES

THE CONCEPT OF CHANGE

Given a description of an individual, a group of individuals, or an institution or government that has changed or is in need of change, the student:

Skill I: Will identify those conditions and/or events that may bring about the need for change, as measured by minimum criteria on an objectives-referenced test.

Skill II: Will identify the characteristics of that individual, group, institution, or government that may make changes either possible or very difficult, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Of the following, which events are more likely to make people want to change their government? (Check as many as you wish.)

   People are more likely to want to change their government when:

   ____ they are in the midst of a terrible depression, and unemployment is high.
   ____ they are in a period of "good times," and nearly everyone has a job.
   ____ there is a great scandal in the government, and massive corruption and dishonesty has been revealed.
   ____ the government is known to be efficient and honest.
   ____ they have recently been attacked by another country and are successfully waging a war.
   ____ they have just come through many years of rapid change, and now things have quieted down.
   ____ they have an unpopular leader who, though honest, moves too fast for the people.

Skill II:

1. In a certain country a flood came and practically wiped out a number of cities. One of the heavily damaged cities was Elmsville; another was Oakville. Below are descriptions of these two cities. Read them carefully.

   Before the flood, Elmsville:
   a. was a busy industrial town with many skilled workers.
   b. had adjusted to many changing conditions over the years.
   c. was considered a wealthy community with a firm "tax base."
   d. had a local government that was widely supported by the people.
   e. had a lot of community spirit.
   f. had an excellent department store filled with a variety of luxurious merchandise.
   g. was known for its lovely elm trees.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

Before the flood, Oakville:

a. was mainly a retirement community.
b. was a very traditional town, little affected by change over the years.
c. was a rather poor community with a slender "tax base."
d. had a government that was generally not supported by the people.
e. had trouble getting various groups to cooperate.
f. was well-known as the birthplace of one of the U.S. Presidents.
g. had an excellent football team.

Which of the two towns would you say is the more likely to recover the better from the flood? _____

Which of the two factors listed about Elmsville seem to be *least* important in their recovery from the flood? ____ and ____.

Which of the two factors listed about Oakville seem to be *least* important in their recovery from the flood? ____ and ____.

Skill III: Will identify how the changes may be effected, as measured by minimum criteria on an objectives-referenced test.

Skill III:

1. The American political system does not have political or military revolutions to change it because:

____ our military system is strong enough to prevent a revolution.
____ there is no need to change governments.
____ no change is permitted.
____ the Constitution forbids change.
____ change is allowed through elections every four years.

Skill IV: Will identify possible consequences of various changes, as measured by minimum criteria on an objectives-referenced test.

Skill IV:

1. A certain country was controlled by a powerful king who thought very little about the people of the country. The poor got poorer; the rich got richer. Finally, the king was overthrown and killed by revolutionaries. The people took over!

Which of the following do you think occurred immediately after the overthrow of the king? (Check one.)

____ The poor people immediately began to improve their conditions.
____ Peace and order were established.
____ The people asked the dead king's brother to take over the throne.
____ The people all agreed to establish a democratic government.
____ Disorder and confusion occured.

PERFORMANCE OBJECTIVES

BASIC CONCEPTS OF HISTORY, INCLUDING THE CONCEPT OF CHRONOLOGY, MULTIPLE CAUSE AND EFFECT, AND HISTORIOGRAPHY.

Skill I: Given a list of familiar events, either recent or historical, the student will place these events in chronological order, as measured by minimum criteria on an objectives-referenced test.

Skill II: Given a certain event, either recent or historical, the student will identify several causes and several effects, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Place the following historical eras in correct chronological order: (Number the earliest "1" and the latest "6".)

   ____ prehistoric times (dinosaurs, cavemen)
   ____ ancient times (the ancient Greeks & Romans)
   ____ colonial times (George Washington)
   ____ current times (moon exploration)
   ____ recent times (World Wars I & II)
   ____ Medieval times (knights and crusaders)

2. Think of six events or times in history (including recent history, if you wish) that you know about. Write the events in the order they occured.

   1st event _____
   2nd event _____
   3rd event _____
   4th event _____
   5th event _____
   6th event _____

Skill II:

1. Do you think that most historical events are caused by:

   ____ one cause
   ____ two causes
   ____ three causes
   ____ a number of causes
   ____ no cause — events usually "just happen."

2. What would probably be the best explanation of why the Civil War occurred?

   ____ The Civil War was caused by Harriet Beecher Stowe's book, *Uncle Tom's Cabin*.
   ____ The Civil War was caused by slavery.
   ____ The Civil War did not have any particular cause.
   ____ The Civil War was caused by a number of complex factors.
   ____ The Civil War was caused by two separate events.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

3. Which of the following statements about the effects of the Crusades would you say is the best?

   ____ The Crusades resulted in one thing — they returned Jerusulem to the Christians.
   ____ The Crusades had little, if any effect on history.
   ____ The Crusades failed in their real purpose, but in the long run they had many effects on history.
   ____ The Crusades, which were an attempt to return Jerusulem to the Christians, were fought in 1298.
   ____ The Crusades, which pitted the Christians against the Moslems, were caused by many factors.

4. The teacher might lead the children in a discussion of "Teen-Age Values." Open, yet focussed, questions could include: (A) "What do you think of teen-agers values today?", (B) "What has caused them to value these things?", (C) "What is the result of teen-agers' valuing these things?". Emphasis in the discussion would be on a diversity of causes and effects.

Skill III: Given an account of an event or era, either recent or historical, the student will identify the possible values, biases, and viewpoints of the author of the account, as measured by minimum criteria on an objectives-referenced test.

Skill III:

1. Below are two pictures of a Japanese soldier from World War II. One is drawn by an American artist of the time, one by a Japanese artist. Write the appropriate letter under each: (A) Drawn by a Japanese artist, (B) Drawn by an American artist.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

2. Below are three paragraphs about the American Revolutionary War. One was written by an American historian; one by an English historian; one by an historian who is neither English nor American. Place the correct letters in the blanks by the paragraphs.

   (A) By an American historian
   (B) By an English historain
   (C) By an historian neither English nor American

   — [ ]
   — [ ]
   — [ ]

3. Below are five paragraphs describing the Battle of Gettysburg. One was written by a Southern soldier who was in the battle. A second was written by a Northern soldier who was in the battle. A third was written by a recent historian who is slightly biased in favor of the South. A fourth was written by a recent historian slightly biased in favor of the North. A fifth was written by a recent historian from another country. Place the correct letters in the blanks by the paragraphs.

   — [ ]
   — [ ]
   — [ ]
   — [ ]
   — [ ]

4. Have the students observe an event, and then have each write an account of the event. Disparities in the accounts could then be identified.

5. Have the students read an account of an event, either current or historical. Then present them with a list of values that the author may or may not reveal in the account. The students could then indicate those values the author seems to reveal and discuss their opinions.

4-6 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

THE NATURE OF RULES AND LAWS.

Skill I: Given a rule or law, a student will identify: (A) how that rule or law contributes to the well-being of individuals and society in general; (B) in what ways the rule or law might be changed to improve it; and, (C) what the consequences of such changes might be, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Which of the following do you think is the best reason for laws? (Check one.)

   ____ Laws allow for a government to manipulate the people the way it wants to.
   ____ Laws allow for the wealthy and powerful to control the poor and rebellious.
   ____ Laws allow for a government to be formed.
   ____ Laws allow for the criminals to be punished.
   ____ Laws allow for the protection of the people.

2. In the United States, laws are changed when:

   ____ the army wants them to change.
   ____ an individual citizen wants them changed.
   ____ the Government is overthrown.
   ____ the Constitution is re-written.
   ____ the Congress decides to do so.

3. Which of the following do you think is the *poorest* reason for speed laws?

   ____ They protect the driver of a car.
   ____ They protect the people in other cars.
   ____ They protect pedestrians.
   ____ They define for policemen what maximum speeds in a particular area should be.
   ____ They allow for communities to make money from fines paid by speeding drivers.

4. When the law was changed so that 18-year-olds could vote (before, you had to be 21), what do you think were some of the *results* of this change of law? Mark those that you think might have been results. Check as many as you wish.

   ____ People running for office began to talk more about "programs for the young."
   ____ In cities where colleges and universities were located, more young candidates began to run for office.
   ____ The crime rate started to go up.
   ____ Young people tended to take more interest in politics and local and national affairs.
   ____ Student interest in civics and government classes began to go down.
   ____ Candidates began to try "looking younger;" some began wearing toupees.

PERFORMANCE OBJECTIVES

Skill II: Given a description of the changing needs and values of a group or of a society, the student will identify how the rules and laws of that group or society change to accommodate the new needs and values, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

___ The average age of people who got elected to office tended to go down.
___ More candidates over 60 years of age began to run for and be elected to office.
___ More young people began to attend political rallies and conventions.

5. Have a class discussion on such a topic as, "What would happen if all school rules were abolished?" The leader might ask, "What would be the immediate results?" Then, "What would happen as time went on?", "Who would benefit?", "Who would lose?", "Would rules eventually be re-established?", etc.

Skill II:

1. Several years ago, many people in this country became more interested in individual rights. These people said some Americans were being denied their rights as citizens. The people who said this brought about what has been called the "Civil Rights Revolution."

   Following are some laws. Which one do you think would probably *not* have grown out of the Civil Rights Revolution? (Check one.)

   ___ A law that says when people are arrested, they must be informed of their rights under the law.
   ___ A law that says that if people cannot afford a lawyer when arrested, the state will provide one.
   ___ A law that says that public agencies may not discriminate against people on the basis of race, color, or creed.
   ___ A law that says that scholarships will be made available to help poor young people.
   ___ A law that says the sales tax rate will be raised from 1% to 2% per dollar.

2. After the students had studied another historical era, such as the Midieval Ages, the teacher could ask the students to discuss or write a paper on the subject, "How are the laws of today different from the laws of then? Why is this so?".

4-6 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

Skill III: Given a description of a particular social system, the student will identify those groups or forces within that system that affect its rules and laws, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill III:

1. In a certain country a caste system existed. Check the one caste that you think would have had *least* to do with making the laws in that country.

   ____ The highest caste was called the Brahmin Caste.
   ____ The next caste was the soldiers.
   ____ The next caste was the priests.
   ____ The next caste was the business men and merchants.
   ____ The lowest caste were very poor and the people in the other castes would not associate with them.

2. A highway was to be build through a certain city. In order to build the highway, a certain section of the city had to be torn down. Which section of the city do you think would be torn down to make way for the new highway? (Check one.)

   ____ An area where wealthy people live.
   ____ An area where people with average incomes live.
   ____ An area where the industry of the town is located.
   ____ The suburban shopping area.
   ____ An area where the poor live.

3. The students could discuss what groups in the community, school, or nation must affect changes in rules and laws, and why some groups have more effect on change than others.

ECONOMIC CHOICES DERIVE FROM VALUES AND AFFECT POLICY.

Skill I: Given a description of a country's resources, and also given a description of the needs of that country, the student will identify what seems to be important to that nation on the basis of the needs it chooses to meet with its resources, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Following is a descripiton of two countries:

   Country X: This country has been at peace for many years and has turned its attention to creative activities. Although other countries have been in and out of war during the past 50 years, Country X has remained neutral and out of danger. The country places great stress on the education of the young.

PERFORMANCE OBJECTIVES

Skill II: Given a description of a salable thing, the student will identify factors that affect its value, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Country Z: This country has been invaded twice in the past 50 years and is determined not to be invaded again. It is a highly industrial country. It feels that if the country is to be strong, not only must its army be strong, but its individual citizens must be healthy.

Which country is most likely to have prepared the following national budget? Country X ____ Country Z ____

One hundred billion dollars for national defense.
One million for arts and humanities.
Two million for scholarships for young people.
One billion for health programs.
Five billion for technological development.

2. In ancient Egypt, many people were held in slavery, and almost all young men served in the army. The pharaoh (king) was in absolute control of the country and was considered a god. He was mostly concerned about fighting wars and building tombs for himself and his family.

Check the following things that you think the pharaoh would have spent the most money on. (Check as many as you wish.)

____ the education of the people
____ a strong army
____ large palaces for himself
____ housing developments for the people
____ charity for the poor
____ hospitals and homes for the aged
____ large temples for religious worship

Skill II:

1. Below are some pairs of pictures. Draw a circle around one of the pictures in each pair that you think would be worth more than the other.

A. A picture of one house.
   A picture of many houses.
B. A picture of a house with one buyer.
   A picture of a house with three buyers.
C. A picture of a run-down house.
   A picture of a neat house.
D. A picture of a house next to a railroad track.
   A picture of a house on a quiet street.

4-6 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

Skill III: Given a description of consumer actions and/or choices, the student will identify ways these actions and/or choices may affect the producer's product, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill III:

1. If you bought a poor product, which of the following would you say would be the *most* effective and the *least* effective way to get the company who made the product to improve it?

   ____ Call the store where you bought it and make your gripe known.
   ____ Write an angry letter to the company and tell them you will never buy their products again.
   ____ Write a letter to the company explaining why you did not like their product.
   ____ Organize a group of persons who have been dissatisfied with the same product and list your complaints with the company itself and the Better Business Bureau.
   ____ Throw the product away and promise yourself you'll never buy from that company again.
   ____ Find several other people who have bought the product and get them all to agree not to buy any more products made by that company.

MAN'S USE AND MISUSE OF HIS NATURAL ENVIRONMENT.

Skill I: Given an illustration or a verbal description of the natural environment, the student will identify how man's basic needs have been met through the use or manipulation of the environment, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. The Eskimos are a good example of how people have directly used their natural environment to meet their basic needs. Check *one* of the following statements that does *not* support this idea.

   ____ The Eskimos used the ice and snow of the region to built igloos.
   ____ The Eskimos hunted the seal to use for meat and cooking oil.
   ____ The Eskomos made clothing out of the furs and skins of animals they captured.
   ____ The Eskimos greatly improved their transportation when they began to use imported snowmobiles.

2. Early man, such as so-called "cavemen," managed to survive on the basis of what they were able to use in their natural environment. Which of the following does *not* support this idea.

   ____ Stones and sticks could be used for weapons.
   ____ Sticks and larger pieces of wood could be used for fuel.

PERFORMANCE OBJECTIVES

Skill II: Given an illustration or a verbal description of man's use or manipulation of the natural environment, the student will identify possible consequences, both positive and negative, of that use or manipulation, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

___ Wood could be used to build rough shelters.
___ Animals could be captured and eaten.
___ Fruit could be found on trees.
___ Steel could be obtained from near-by manufacturing plants.

3. Man has sometimes changed or manipulated nature so he can produce more food. Which of the following statements does *not* support this idea?

___ The richness of the soil has been increased through the use of fertilizers.
___ The quality of the seed has been improved.
___ Lands have been irrigated, so that even very dry land can yield crops.
___ Insecticides have been used to control insects and pests.
___ More farmers are now needed to grow more crops.

Skill II:

1. When a farmer uses insecticides to keep insects from damaging his crops, the results may be both favorable and unfavorable. Indicate whether each of the following is mainly: (A) Favorable, or (B) Unfavorable.

___ The crops may be healthier.
___ The stronger insects may survive the insecticides and their young may be born immune to future spraying (will not be harmed by it.)
___ The insecticides may pollute the soil.
___ The farmer's total yield may be increased.
___ The crops, such as fruit, may look better because they will be free of insect marks.
___ The water in the area may be polluted.

2. A certain desert country in the Middle East was very poor until the U.S. Oil Company discovered oil there and began to produce large quantities of oil. Indicate what might be considered (A) Favorable, or (B) Unfavorable results of the U.S. Oil Company's activities in the country.

___ More jobs become available to the people of the country.
___ The world's supply of oil was increased.
___ The country's government came to be more and more dominated by U.S. Oil.

4-6 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

___ What came to be the country's major industry was owned by a foreign company - U.S. Oil.
___ U.S. Oil spent a great deal of money in the country to help the people there, such as building new housing projects and universities.
___ Most of the profit from the oil went to U.S. Oil rather than the country.
___ In working for U.S. Oil, many people of the country became highly skilled.

MAP AND GLOBE READING SKILLS.

Skill I: Given his local neighborhood, his school, and/or a classroom, the student will construct a simple map of that neighborhood, school, and/or classroom, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Below is a photograph (or drawing) of a classroom. Look at the photograph carefully.

Now look at the three "maps" of classrooms below. Which of the three classroom "maps" seems to be a map of the classroom in the picture?

A. B. C.

2. The block your home is located on probably has other homes on it too, and perhaps some vacant lots, maybe some stores, and so forth. Make a map showing the various things that are located on your block. Here is an example:

You will have a week to complete your map.

Skill II: Given a variety of common maps, the student will identify by name the types and/or varieties, as measured by minimum criteria on an objectives-referenced test.

Skill II:

1. A. Transportation map
   B. Political map
   C. Atlas
   D. Physical map

___ a road map
___ a book of maps
___ shows mainly the roughness of the earth's surface
___ shows mainly the boundaries of countries
___ a railroad map
___ often shows countries in different colors

PERFORMANCE OBJECTIVES

Skill III: Given a map and/or a globe, the student will interpret it by use of the key, as measured by minimum criteria on an objectives-referenced test.

Skill IV: Given a map and/or a globe, the student will make observations and judgments as to how the geographic conditions of a certain area might affect the lives of the people who live there, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

____ often shows elevation above sea level by different colors
____ colors are often used to indicate annual rainfall and average temperatures

Skill III:

1. Below is a map and a key:

On the basis of this map and key, answer the following questions:

What is the approximate distance between Elmville and Oakville? (Check one.)

____ 5 miles
____ 50 miles
____ 500 miles
____ 1000 miles
____ 5000 miles

The area around Black Bay apparently is:

____ desert above sea level
____ swamp below sea level
____ at sea level
____ mountainous
____ desert at sea level

The approximate population of Elmville is:

____ less than 500
____ approximately 5000
____ approximately 20,000
____ approximately 100,000
____ over a million

Skill IV:

1. Below is a section of a map. Various points are indicated.

Place the letters in the appropriate blanks.

____ at this point the people probably do a great deal of fishing
____ at this point people probably farm
____ at this point probably very few people live because of the high mountains
____ at this point people probably have to irrigate if they want to raise crops
____ at this point there is probably a great deal of shipping

SECONDARY
PERFORMANCE OBJECTIVES
Grades 7-9

LIST OF TOPICS FOR SECONDARY OBJECTIVES

Topic	*Title*
	I. Social-Affective Skills
1	Exploring One's Own Values
2	Exploring the Values of Others
3	Exploring the Attitudes of Others
4	Exploring One's Own Attitudes
5	Exploring the Feelings of Others
6	Exploring One's Own Feelings
7	Rights and Responsibilities
8	Mature Behavior
9	Group Discussions
10	Group Activities
	II. Thinking Skills
11	Making and Testing Generalizations
12	Formulating and Justifying Concepts
13	Cause and Effect
14	Making Predictions
15	Making Inferences
16	Formulating and Testing Hypotheses
	III. Social Science Skills
17	The Nature of the Social Sciences
18	Analyzing Written Selections
19	Gathering Data
20	Comparing Data
21	Identifying the Relevance of Data
22	Problem Identification and Solving Problems
23	Field and Library Research
24	Reading and Interpreting Maps, Globes, Charts and Graphs
	IV. Occupational Skills
25	Relationship Between School Activities and the World Outside of School
26	Occupational Clusters
27	Making Career Choices
28	Respect for Various Occupational Areas
29	Job Interviews
	V. Skills in Regard to Certain Social Science Concepts
30	Geographic Influences on People
31	Governmental and Political Systems
32	Constitutional Bases and Functions of Governments
33	Constitutional Statutory, and Other Areas of Law
34	Power
35	Economic Systems

36	.....	Consumer Affairs
37	.....	Insurance Policies, Credit Card Agreements, and Loan Agreements
38	.....	Urban Problems
39	.....	Environmental Problems
40	.....	Historiography
41	.....	Arts and Humanities
42	.....	The Concept of Change
43	.....	Technological Change
44	.....	Conflict
45	.....	War and Peace
46	.....	Comparative Cultures
47	.....	Contributions of Various Racial and Ethnic Groups to Society
48	.....	Prejudice and Discriminatory Practices
49	.....	Leisure Time

7-9 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

EXPLORING ONE'S OWN VALUES.

Skill I: Given a list of values, the student will identify which of these values he deems important to himself, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

Evaluating the attainment of objectives in the area of values is an extremely difficult task, particularly when the objective relates to the student's own values. Obviously, the schools should not indoctrinate students in certain values. However, teachers can and should encourage students to explore and examine values. This process of exploring values in the Socratic sense is a legitimate purview of the social studies curriculum. It needs to be stressed again, though, that the values objectives contained here have to do with *value inquiry — not value indoctrination.*

If one reads the objective under Skill I carefully, he will note that the student is simply being asked to identify those values he believes are important to him. There clearly is no right or wrong answer; he is free to choose whatever values he considers important to himself.

An item such as the following, then, is very similar to the Sidney Simon "value voting" technique, in which the discussion leader lists various statements that relate to values and simply asks the students to indicate whether or not they agree with the statements. The purpose is not to suggest to students that they must hold certain values. Rather, just the opposite, it is to suggest that in a pluralistic society people have a right to hold various values. And by asking the students to think about what they believe in, we are suggesting to them that one should indeed give some thought to one's own belief system.

The following item, therefore, is designed from this point of view:

1. Below is a list of things people may value. Please check the ten you think *you* value most highly. There are, of course, no "right or wrong" answers.

   ____ Family happiness
   ____ Acceptance by friends
   ____ A secure job
   ____ World peace and harmony
   ____ Religious fulfillment
   ____ Social order and justice
   ____ Pleasure and fun
   ____ Expensive cars
   ____ Development of one's talents
   ____ Aesthetic achievements (in the arts)

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	____ Success in college ____ Achievement of personal power ____ Discovery of "Truth and Wisdom" ____ Travel ____ Good grades ____ A beautiful home ____ Financial success ____ Developing one's own standards of right and wrong ____ Fame and fortune ____ Freedom to do one's own thing
Skill II: Given a description of a person or persons who exemplify various value systems the student will identify which values or which persons he most identifies with, as measured by minimum criteria on an objectives-referenced test.	Skill II: 1. Read about several famous people. Make a list of the values that you think that person's life exemplifies. Share your lists with others in your group. Which of the persons would you say you would most admire? Why? 2. Below are some brief descriptions of some students about your own age. Which of these students would you most admire? (Note: Descriptions could be drawn from such works as Mallery's "High School Students Speak Out" or Drews' study of various types of adolescents — the Social Leader, the Studious, the Creative-Intellectual, and the Rebel.)
Skill III: Given a recognized values instrument, complete the instrument and discuss the results, as measured by minimum criteria on an objectives-referenced test.	Skill III: 1. A number of values instruments are available that would be provocative for the students to take and discuss. One of the best known of these instruments is the Allport-Vernon-Lindzey "Study of Values." The student is asked to respond to a number of questions, and on the basis of his answers, the scale indicates whether he seems to be inclined toward the following values: the Theoretical, the Economic, the Aesthetic, the Social, the Political or the Religious. If the student took such a "test" as this, it would be important for him to discuss the results. In order to achieve this objective, the teacher may wish to consult with the school counselor, who will undoubtedly be able to give him additional information and ideas about various values instruments that are available. The point of this process should be kept clearly in mind — it is a means of getting students to think about and explore their *own* value systems.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
Skill IV: Placed in a values-clarification or values-examination discussion group, the student will take part in the discussion and will make a minimum of one response, as measured by minimum criteria on an objectives-referenced test.	Skill IV: 1. The Department of Education has issued several publications concerning the values examination (or values clarification) approach. These would be useful publications for the teacher to use as a guide to her discussion techniques with students. 2. The Hilda Taba Discussion strategies, particularly the strategy dealing with analysis of values, would be useful in this area. A number of intermediate and local school districts throughout Michigan offer training to teachers in learning the Taba discussion strategies. 3. The Sidney Simon values clarification approaches are very useful. Simon's ideas are available in his books and through inservice workshops. 4. In all of the above, a criteria for accomplishment could be the student's willingness to respond at least once in a discussion — or the teacher could establish whatever criterion for achievement of the objective she chose. The important point in all of these is that the teacher conducts the discussion in a non-judgmental way, encouraging the students to present their own ideas.
Skill V: Given a list of values that the student has made concerning his own values, the student will group those values into "value-clusters," as measured by minimum criteria on an objectives-referenced test.	Skill V: 1. Make a list of things you think you yourself may value. Think of as many as you can. After you have done this, group these values into various categories you may be able to think of. Label each category. Perhaps you would like to compare your categories of values with the categories other people in this area have thought of.

PERFORMANCE OBJECTIVES

EXPLORING THE VALUES OF OTHERS.

Skill I: Given a description of a group of people, either mythical or real, the student will identify the values probably held by those people, as measured by minimum criteria on an objectives-referenced test.

Skill II: Given a description of the behavior of a particular person, either historical or contemporary, mythical or real, the student will identify values probably held by that person, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. The people lived in a city located on a broad plain. Since a defense of city was difficult in that location, the people had established a very strong army. Boys were taught early to fight, and to die in battle was a great honor. The greatest honor for a woman was to raise a son who would be a brave soldier. A woman whose son died in battle was the most respected of women.

   Which of the following values was *least* likely to be held by these people?

   A. Love of state
   B. Respect for physical ability and skill
   C. Respect for individual rights
   D. Love of myths that stress heroism
   E. Love of mass rallies celebrating national holidays

2. Read a book, such as "Loonfeather," about a particular group of indians before their lives were disrupted by the coming of the white man. Make a list of the values that the indians seemed to hold. What behaviors suggest to you that they held those values? Read about other groups of indians as well. In what ways do the values apparently held by these various indian groups seem to be alike and to differ?

   This approach could be used in terms of any group of persons.

Skill II:

1. After the first World War, President Woodrow Wilson conceived the idea of an organization made up of many nations and dedicated to the idea of maintaining peace. The organization that evolved was called the League of Nations. However, after the organization had been set up, the United States refused to join, although perhaps they might have if Wilson had been willing to compromise on some points. Wilson died a disappointed and bitter man, but he never lost his belief in the League.

   Choose from the following list those items that you think Wilson valued:

   A. peace
   B. strong militarism

PERFORMANCE OBJECTIVES

Skill III: Given a national policy statement, either mythical or real, or a philosophical stance, the student will identify possible outcomes of the values embedded in that statement or stance, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

C. the spirit of compromise
D. idealism
E. strong convictions
F. "military might makes right"
G. internationalism
H. personal power

(Of A, D, E, and G, the student will choose at least two.)

2. Show the Learning Corporation of America film: "A Matter of Conscience: Henry VIII and Thomas More." After showing the film, present the student with a list of values apparently held by these two men. Mark those apparently held by Henry VIII with an "H"; those held by More with an "M". Some of the values may not be marked at all, some for both men, if you should choose to do so.

____ strong belief in God
____ desire for power
____ honesty with self
____ clear conscience
____ self-indulgence
____ belief in the laws of the church
____ pride in one's self
____ love of material wealth and possessions
____ loyalty to friends
____ love of travel
____ belief in "power to the people"
____ love of beautiful clothing

3. Any person under consideration in the classroom could be used for this objective, particularly a historical person. The teacher would ask the question, "What values did this person seem to hold on the basis of what we know about this situation?" Students should always tell *why* they think a person held the value. Such stress on the values held by others and why they held these values should sensitize students to value system and will tend to personalize the study of the past.

Skill III:

1. Many people say they believe in "the dignity and worth of the individual." People who believe this hold every individual important and of value.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

Below is a list of some behaviors. Which of these behaviors would you say seem to be consistent with the idea of the dignity and worth of individuals? (Check as many as you wish.)

____ Revises his own opinions when the opinions of others are supported by factual evidence
____ Puts others in embarrassing or humiliating positions
____ Insists on his own point of view
____ Interrupts others because he is right
____ Makes statements in support of others no matter what their social status
____ Encourages others to offer their opinions
____ Monopolizes the conversation with his arguments
____ Waits until others give their opinion and have finished before speaking himself
____ Is more conscious of the words used so not to hurt others because of their race or creed
____ Listens to what others have to say even though not interested or in agreement

2. An idea in early America was Manifest Destiny. People who believed in this idea thought that once Westward expansion began America *would* eventually reach as far as the Pacific Ocean.

   On the basis of this idea, which of the following would you say was consistent with Manifest Destiny? (Check one.)

   ____ America should *not* win the Revolutionary War.
   ____ The U.S. should engage in the Civil War.
   ____ Slavery should be abolished in the South.
   ____ Americans should build large cities.
   ____ Americans moving west should feel they had a right to occupy the land.

3. Given any document, statement, philosophical stance, and also given a list of possible outcomes most consistent with the idea. Their ideas may, if appropriate, be validated against what the outcomes actually were.

PERFORMANCE OBJECTIVES

Skill IV: Placed in a discussion group to discuss the apparent values held by various persons, either historical or contemporary, mythical or real, the student will respond by offering at least one idea on values, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill IV:

1. The students could read about such groups as the early Puritans, or the teacher could show a film on this subject. On the basis of this input, the students could then discuss what values the Puritans seemed to hold. Evaluation could depend upon each student's willingness to contribute at least one idea or build upon the ideas of someone else. Understanding of groups not generally enough understood could be achieved by this means.

EXPLORING THE ATTITUDES OF OTHERS.

Given an event or a description of an event involving persons, the student will:

Skill I: Identify attitudes the person or persons involved in the event may seem to have, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Previous to the American Revolution, and during it as well, some people in this country were opposed to breaking away from England. They believed in remaining loyal to England and King George. These people were, in fact, called "Loyalists."

   Following is a list of attitudes these Loyalists may have had. Check the more likely attitudes they may have had. (Check as many as you wish.)

   ____ Their attitude toward the revolutionists must have been negative and downright hostile.
   ____ They must have had a positive attitude about changing their form of government.
   ____ They must have had a negative attitude toward the way things were in the colonies under the present regime.
   ____ Their attitude toward their native land (England) must have been positive and friendly.
   ____ They must have had a generally negative attitude about change.
   ____ They must have had a friendly attitude toward the revolutionary soldiers.
   ____ Their attitude toward the victories of Washington's army must have been one of great satisfaction.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
Skill II: Identify possible sources of these attitudes, as measured by minimum criteria on an objectives-referenced test.	Skill II: 1. You have probably read about the people who live in the hills of West Virginia, Kentucky, and Tennessee. They are often very poor, but they love the hills that are their homes. Sometimes people from the outside come up the hills. Following are some attitudes these people may have towards these visitors. Give some possible reasons for these attitudes. They are often suspicious of outsiders because _____ They are often hostile to outsiders because _____ They often are distrustful because _____
Skill III: Identify possible future behaviors which may occur because of these attitudes, as measured by minimum criteria on an objectives-referenced test.	Skill III: 1. Consider the attitudes about the people described above. On the basis of these attitudes, can you predict future behaviors of these people?
EXPLORING ONE'S OWN ATTITUDES. Given an event or a description of an event involving persons, and also given the achievement of Skills I, II, and III in relation to that event, the student will: Skill I: Relate those attitudes to his own experiences, as measured by minimum criteria on an objectives-referenced test. Skill II: Identify possible sources of these attitudes, as measured by minimum criteria on an objectives-referenced test. Skill III: Identify behaviors that occured because of those attitudes, as measured by minimum criteria on an objectives-referenced test.	After discussing a particular event in terms of the attitudes of a person or persons involved in the event, the teacher may then wish to lead the students through a discussion relating the attitudes of others to the attitudes of the student. The discussion might proceed as follows: 1. Do you have similar attitudes, or have you ever shown a similar kind of attitude in a certain situation? Describe. 2. Why do you have that attitude? 3. What happened as a result of that attitude?

7-9 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

EXPLORING THE FEELINGS OF OTHERS.

Given an event or a description of an event involving persons, the student will:

Skill I: Identify the various feelings a person or persons involved in the event may have experienced, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Early in the 1960's, Martin Luther King led a huge number of persons in a march in Mississippi. King usually walked near the head of the great crowd, and many people, some distinctly hostile, watched as the protesters passed by. The march received a great deal of publicity around the world, and it marked one of the best known events of the Civil Rights Revolution.

   Below are some feelings King may or may not have felt as he walked with the people. Check *four* feelings you think he may have felt as he walked along. Leave the others blank.

   ____ Pride in his people
   ____ Fear of violence
   ____ Shame that so many Black people were walking with him
   ____ Sadness when he observed the hostility of some of the people who watched them pass by
   ____ Embarrassment that they were making such a public display
   ____ Joy that his ideas about peaceful protest were attracting so many followers
   ____ Excitement to be a part of such a huge and well-publicized event
   ____ Depressed because his children weren't with him
   ____ Indifference about what may happen as a result of the march
   ____ Jealousy that one Black man seemed to be getting a few steps ahead

2. Read a book about a historical person or about an event that occurred in the past. For example, "April Morning." At a particular point in the book, how do you think a particular person or a group of persons may have felt? For example, in "April Morning," how do you think the boy who is the central character felt as the Battle of Lexington began? Note: In this kind of discussion, the teacher should encourage a diversity and variety of responses.

PERFORMANCE OBJECTIVES

Skill II: Identify possible reasons for those inferred feelings, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. Johnny was only 16 when he joined the Northern army to fight in the Civil War. He joined in Michigan, and within months he was in his first battle — the Battle of the Wilderness. Up to that point Johnny had seen no Southern soldiers. But then, while he was situated alone behind a tree, temporarily separated from his fellow soldiers in the midst of the confusion of battle, he saw a Southern soldier come running along, apparently also lost and trying to find safety. The Southern soldier stopped. He saw Johnny. In that instant, Johnny raised his rifle to shoot. He got the Southern soldier in his gun-sight.

   At that moment, Johnny must have experienced a mixture of feelings. Check the *one* you do *not* think he felt.

   ____ Startled, because the Southern soldier looked so young and human
   ____ Fearful, because if he missed the Southern soldier might shoot him
   ____ Horrified, because he would be taking another human being's life
   ____ Excited, because he was at last going to have a chance to do what he had joined the army to do
   ____ Disappointed, because the Southern soldier was only a private and not an important officer

2. In 1535 Sir Thomas More, the great English humanist, was beheaded by order of Henry VIII. More was one of the most respected of men of the time, and he was known to the people of England as a very wise and Christian man. In fact, he was one of the strongest figures in the church — the Catholic Church. But because More would not publicly announce that he would go along with the King's divorce, which went against the rules of the Church, More was beheaded. His devoted wife, daughter and friends tried to the end to get him to give in to the King. But he chose death rather than go against his own conscience and the law of the Church.

PERFORMANCE OBJECTIVES

Skill III: Identify possible future behaviors that may occur because of those feelings, as measured by minimum criteria on an objectives-referenced test.

EXPLORING ONE'S OWN FEELINGS.

Given an event or a description of an event involving persons, and also given the achievement Skills I, II, and III in relation to that event, the student will:

Skill I: Relate those feelings to his own experiences, as measured by minimum criteria on an objectives-referenced test.

Skill II: Identify possible sources of those feelings, as measured by minimum criteria on an objectives-referenced test.

Skill III: Identify behaviors that occurred because of those feelings, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

As More mounted the platform to be beheaded, he must have had many feelings. Give reasons why you think he might have had those feelings.

Fear, because _____

_____

Self-righteousness, because _____

_____

Pride, because _____

_____

Fearlessness, because _____

_____

Skill III:

1. A young man who lived in Russia many years ago under the Czars experienced a terrible tragedy. His brother and father, both of whom were trying to improve the conditions of the Russian people, were found guilty of treason by the court of the Czar and were executed. The event filled the young man with bitterness and hatred. He not only loved his brother and father, but he believed in their cause.

   What do you think is most likely to have resulted from the young man's feelings? (Check as many likely results as you wish.)

   ___ He may have become a loyal follower of the Czar.
   ___ He may have decided to leave Russia.
   ___ He may have joined a group to overthrow the Czar.
   ___ He may not have let the experience influence him one way or the other.
   ___ He may have become a great dancer.

After discussing an event in terms of how the person or persons involved may have felt, the teacher may then wish to lead the students into a discussion of similar feelings they may have had. In this way, the abstract becomes a part of the student's own experience. Such a discussion has two purposes: (1) It may serve to make the events being discussed more real and (2) It may help the student better understand his own feelings and why he has these feelings.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

The discussion might proceed as follows:

1. Has anything like this ever happened to you? (Perhaps the discussion has been about Sir Thomas More. Naturally, this exact same thing would not have happened to the student. But almost everyone has been involved in a situation where they had to make a moral choice and various forces pulled him in different directions.)

2. How did *you* feel?

3. Why did you feel that way?

4. What happened as a result of those feelings?

Evaluation would be in terms of the student's willingness to join such a discussion.

RIGHTS AND RESPONSIBILITIES.

Skill I: Given a statement on rights, drawn from the Federal or State Constitution or other public documents, the student will identify appropriate interpretations of that statement, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. The constitution guarantees that a man, his house, and his belongings cannot be searched or seized unless a sworn warrant is presented which tells exactly what place to search and what person or things to seize.

   On the basis of this statement, which of the following police actions would seem to be legal? (Check one.)

   ____ The police broke into a man's house while he was away and searched it.
   ____ The police gave a man a search warrant and proceeded to search his closets for stolen goods they think he has hidden there.
   ____ The police go to the man's apartment and say they have heard he has drugs. They tell him they want to search his apartment, and in spite of his protests, they do.
   ____ The police present a warrant to a man to search his apartment for stolen goods. But they are actually looking for drugs.
   ____ The police present a man with a search warrant, but it is made out to another person. The police tell him that search warrants are transferable to other persons besides the one whose name is actually on the warrant.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

2. The Constitution says that "Congress shall make no law . . . abridging the freedom of speech. . ."

   Since the writing of the Constitution, courts have further defined this right to free speech so that now it has certain limitations.

   Check which of the following people seem to be *within their legal rights* to speak freely according to what you know to be legal restrictions. (Check as many as you wish.)

   ____ A man who speaks in the park on the "evils of democracy."
   ____ A man who gives a lecture to a group of people on why he believes in Communism for the United States.
   ____ A man who announces at a Democratic Convention that he is a Republican.
   ____ A man who yells "Fire" in a crowded theater.
   ____ A public school teacher who tries to convince his students that they should become atheists.
   ____ A man who tells many personal, shocking, and previously unknown things about a famous person on TV.
   ____ A man who rises in church and says something to the minister that he does not agree with him about a point he is making.

Skill II: Given a list of statements concerning the rights of American citizens, the student will identify those statements that are Constitutionally defensible and those which are not, as measured by minimum criteria on an objectives-referenced test.

Skill II:

1. Following are some statements about our rights as American citizens. Mark whether you think them true or false.

   ____ Each person has to earn his rights as a citizen.
   ____ Our rights are guaranteed to us by the Constitution and by the courts.
   ____ The Bill of Rights is the major statements of our rights as Americans.
   ____ The Bill of Rights grew out of the Civil Rights Revolution of the 1960's.
   ____ A man who is arrested has a right to a lawyer, whether he can afford one or not.
   ____ A man who is arrested has a right to know why he is being arrested.
   ____ A person does not have a right to a warrant if the police suspect he is hiding stolen goods.
   ____ An American has equal rights before the law.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

___ A man has a right to a fair trial.
___ A man has a right to publish whatever he wants about anyone in a newspaper.
___ Americans have a right to unlimited freedom.
___ The United States is the only country in which citizens have their rights guaranteed to them.
___ When we hear the phrase, "all men are created equal," that means everyone is born with the same intelligence, the same number of talents, and the same abilities.
___ Rights are given to us only after we have shown ourselves to be responsible.
___ Every American citizen has a right to run for public office, as long as he is either a Christian or a Jew.

Skill III: Given a description of an event in which the persons involved may behave either responsibly or irresponsibly or some degree between, the student will identify how he would behave in that situation, as measured by minimum criteria on an objectives-referenced test.

Skill III:

1. Read the following incident:

   A man was standing on a corner when he saw a minor traffic accident. He seemed to be the only witness. As a citizen, which of the following would suggest the most responsible behavior?

   ___ He should hurry away from the scene immediately so as not to get involved.
   ___ He should stay to see if anyone was hurt, and then leave before he gets further involved.
   ___ He should stay to see what happens after the police arrive, but pretend he didn't see the accident when the police ask him about it.
   ___ He should stay to see if he could help, and then agree to appear in court as a witness when the policeman asks him to do so.
   ___ He should call the police, but then leave the scene at once.

MATURE BEHAVIOR

Skill I: Given a description of psycholdgically and socially mature behavior, and also given descriptions of behavior of persons, either mythical or real, contemporary or historical, the student will identify the maturity level of these persons' behavior, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Two well-known psychologists have described five levels of mature behavior. They are as follows:

   Level 1: (The lowest level of maturity) At this level a person does not recognize the good and bad effects of his behavior on other persons.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

Level 2: At this level a person does whatever he wants and considers others only to get what he wants.

Level 3: At this level a person conforms to whatever the group does without thinking whether it is good or bad.

Level 4: At this level a person follows rules of good conduct because he has been told that he should do so.

Level 5: (The highest level of maturity) At this level a person is interested in the well-being of others but decides for himself what specific actions will bring about this good.

Read the following behaviors. Indicate which level of maturity they seem to demonstrate:

____ "I don't care about anyone else. I'm going to do what I please."
____ "I'll help Joe this time, and maybe he can help me tomorrow."
____ "I'm going to do that. After all, everyone else does it."
____ "I'm not going to do that. My mother told me doing that kind of thing is wrong."
____ "What I'm going to do may not be exactly according to the rule, but I think it'll be best for everyone involved."
____ "Everyone disobeys the red light and crosses when he wants to."
____ "I never cross against a red light."
____ "It may be safe enough to cross against that red light, but it confuses the drivers if we cross against the light."
____ "I don't care about the lights. I cross when I feel like it."

2. Other definitions of maturity could be developed from the work of other psychologists. For example, levels of maturity could be based upon Maslow's needs levels: the person with the highest level of maturity being Maslow's "self-actualized" person. Another possible source of a definition would be Riesman's "inner-directed" and "other-directed" person. Also, Carl Rogers' theories of the "fully-functioning person" could be used as a basis for definition. Also, the students themselves could devise criteria of mature behavior and then use these criteria as a basis for discussion.

PERFORMANCE OBJECTIVES

Skill II: Given a description of the behavior of persons, either mythical or real, contemporary or historical, the student will identify the maturity level of those persons' behavior, as judged by his own definition, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. Read the following paragraph:

   Bill was a new boy in the school. He came from another part of the country, and he spoke poor English, at least by the standards of the other children in the school where he enrolled. Besides having what seemed to be strange speech, he wore very old, tattered cloths, and he had a very bad limp. Besides that, he was overweight. The other children began to tease him, and it got worse every day.

   ____ Bobby was the one who started the others teasing Bill. He seemed to be the one who liked to get the other boys started on the teasing.
   Explain ranking _____

   ____ Fred teased Billy because the others did. He just went along with them.
   Explain ranking _____

   ____ Tom didn't like to see Billy teased, so he stayed out of it.
   Explain ranking _____

   ____ Joe didn't like to see Billy teased and tried to convince them to stop it.
   Explain ranking _____

   ____ Mike didn't like to see Billy teased either, so he wrote a note to the teacher about it.
   Explain ranking _____

   ____ Frank enjoyed seeing Billy teased, but didn't actually do it because his mother told him it wasn't nice to tease others.
   Explain ranking _____

   ____ Pete didn't tease Billy but tried to get others to do it.
   Explain ranking _____

   ____ Sam didn't tease Billy and it made him feel very bad when he saw what Billy was going through. It even brought tears to his eyes.
   Explain ranking _____

   Rank the boys according to what you think their levels of maturity are. You may wish to give some boys the same maturity ranking; you may wish to give them each a different one. Explain why you ranked them in the way you did.

2. Read various descriptions of Napoleon's behavior. What would you say about his level of emotional maturity? Why? Read about the behavior of other famous people, such as Madame Currie, Mozart, Rembrandt, etc. Discuss what you would consider their level of maturity. Explain your thinking.

PERFORMANCE OBJECTIVES

GROUP DISCUSSIONS

Given a group discussion situation, the student will demonstrate an ability to take part in the discussion by:

Skill I: Presenting his own ideas, as measured by minimum criteria on an objectives-referenced test.

Skill II: Demonstrating a willingness to expand and clarify his ideas, as measured by minimum criteria on an objectives-referenced test.

Skill III: Listening to others, as measured by minimum criteria on an objectives-referenced test.

Skill IV: Commenting on and building on the ideas of others, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skills I, II, III, & IV:

1. It would be well for a teacher to devise herself or locate an existing discussion analysis form. (For example, the Flander's Interaction Analysis Scale.) Then she could organize either a class or a small group discussion on a topic all participants are able to discuss. Either she or observers could use the discussion analysis form to keep track of which students: (I) were willing to say something; (II) were willing to expand and clarify an idea; (III) were willing to listen to others; and, (IV) were willing to comment on and build upon the ideas of others. Such a discussion analysis form could be used periodically throughout the year to determine the progress of students. Skill III (listening to others) might be difficult to determine through observation alone. In this case, following a discussion the students could be asked to re-state some major ideas presented by certain participants. A student who could re-state an idea presented by Tom, Mary, Fred, and Sue, for example, could be considered a better listener than a student who couldn't remember anything said by those students.

2. The students could be shown a film of a group discussion, and perhaps they could also be supplied with a transcript of the discussion. Following the showing of the film and using the discussion transcript, the students could be given a set of questions, such as:
   A. Which participants in the film seemed to be the most willing to present ideas? Which were the most unwilling?
   B. Which students seemed to be the most willing to expand and clarify his ideas? Describe how he or she did this. Which students seemed to be the most unwilling to do this? Describe.
   C. Which students seemed unwilling to listen to others? Describe. Which students seemed willing to listen to others? Describe.
   D. Which students seemed most willing to comment on and to build upon the ideas of others? Describe.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

The same technique could be used by having some of the students in the class observe other students having a discussion. The discussion participants could either be asked to take part in an actual discussion or they could be asked to role-play various discussion behaviors.

GROUP ACTIVITIES

Given a group activity situation and minimal adult supervision, the student will demonstrate an ability to take part in an activity by:

Skill I: Helping to establish the purpose and/or nature of the activity, as measured by minimum criteria on an objectives-referenced test.

Skill II: Taking part in the activity, as measured by minimum criteria on an objectives-referenced test.

Skills I & II:

1. The teacher could devise an observational technique to assist her in determining how well the students are able to plan and take part in a group activity. It would be well to determine specific criteria that she would use as a basis for evaluation. Such an observation technique could be used periodically throughout the year to gauge individual student progress. The important thing would be that the teacher make it a point in her plans for the year to define specific strategies to encourage the students to take part in group activities with some degree of independence.

2. Students could be asked to role-play an independent activity session, and other students could observe. Or a film could be shown that depicts a group of students in some activity. Following the role-playing situation or the showing of the film, the students could be asked to respond to such questions as:

   Which students seemed the most helpful in planning the activity? Why?
   Which students seemed the least helpful? Why?
   Which students seemed the most cooperative? Why?
   Which students do you think contributed most to the activity? Why?
   Which students seemed to be the leaders? The followers? Were there students that seemed neither to be good leaders nor good followers? Why?

7-9 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

MAKING AND TESTING GENERALIZATIONS

Skill I: Given a group or groups of data, the student will identify appropriate generalizations on the basis of those data, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Look carefully at the five pictures below.

   A. This picture would show a person living near the Arctic Circle and dressed appropriately.
   B. This picture shows a person living in the tropical forests of Central Africa, dressed appropriately.
   C. This picture shows a person in Michigan (in winter), dressed appropriately.
   D. This picture shows a person in Florida, dressed appropriately.
   E. This picture shows a person in a desert, *in*appropriately dressed (dressed for winter).

   Which of the following would be the best generalization to make on the basis of these pictures?

   ____ People wear the same kinds of clothing everywhere.
   ____ People dress appropriately.
   ____ People usually dress appropriate to the climate they live in.
   ____ People always dress appropriate to the climate they live in.
   ____ Most people wear attractive and durable clothing, both in summer and winter.

2. The Mayas of Central America developed advanced skills in road building, structural engineering, boat building, mathematics, astronomy, sculpture, weaving, jewelry making, pottery making, farming. The Incas of South America developed advanced skills in road and bridge building, architectural engineering, surgery, metallurgy, weaving, farming, and irrigating. The Aztecs of Mexico had advanced skills in architecture and building, sculpture, weaving, mathematics and astronomy, farming and irrigating.

   All three groups had well-developed legal and governmental systems. All three could record and transmit facts and ideas in forms other than oral. All three built pyramidal temples as centers of their highly organized, very powerful religious systems. All three built and maintained sizeable cities.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

Check the generalization you think is the most accurate according to the given data.

____ 1. The Mayas, Incas, and Aztecs originated, exchanged, and further developed ideas, information, and skills basic to enabling large groups of people to live comfortably together.

____ 2. The Mayas, Incas, and Aztecs independently developed ideas and skills basic to enabling large groups of people to live comfortably together.

____ 3. The Mayas, Incas, and Aztecs used and developed ideas and skills originated by some unknown group to enable large groups of people to live comfortably together.

____ 4. The Mayas, Incas, and Aztecs appear to have learned, exchanged, and developed in terms of their individual cultures ideas and skills originated by an earlier group of people.

Now explain why you consider the three you did not check to be accurate.

Number ____ is inaccurate because _____
Number ____ is inaccurate because _____
Number ____ is inaccurate because _____

3. The teacher may have a discussion with the students on such a topic as: "What are some causes of juvenile delinquency?" The teacher might wish to list the students' ideas on this question on the blackboard. At the conclusion, the teacher could ask the following question: "On the basis of what you have said in this discussion, what generalization could we make about the causes of juvenile delinquency?" The quality of the generalizations suggested by the students might be determined by certain criteria, such as, "A good generalization should (A) have a quality of tentativeness about it; (B) derive from the data upon which it is based; (C) be broad enough to include most of the data from which it was drawn as well as possible additional data." Hence, a good definition based on such a discussion might be: "Juvenile delinquency tends to be caused by many factors that influences a young child and many of these factors have to do with the parents."

PERFORMANCE OBJECTIVES

Skill II: Given a generalization based upon a certain set of data, the student will test the validity of the generalization on the basis of additional data, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. Consider the following generalization:

   "Teenagers who get in trouble with the law and are brought before juvenile judges usually could have been identified by psychologists as being 'potential juvenile delinquents' very early in their childhoods."

   Mark the following statements either true or false.

   ____ The generalization would be disproved if someone could quote just one case where it couldn't have been true.
   ____ The generalization would be questioned if an authority on the subject wrote a book containing many case studies that demonstrate that it isn't true.
   ____ The generalization would be a better one if you took out the word "usually" and in this way made it more positive.

2. Let us say that someone made the following generalization:

   "Africa was called 'The Dark Continent' because civilization did not flourish there."

   Someone who heard this generalization then found some books that described a culture in Africa that existed there while Europe was experiencing the Dark Ages. This culture developed to a very high peak. This person also found books on the great civilizations of Africa.

   Would you say that the generalization about Africa being a "Dark Continent" was:

   ____supported
   ____not supported
   ____not affected one way or the other

FORMULATING AND JUSTIFYING CONCEPTS

Given a selection of items or ideas, especially items or ideas supplied by his peers, the student will:

Skill I: Group the items or ideas in a variety of ways (formulating concepts), as measured by minimum criteria on an objectives-referenced test.

Skill II: Identify reasons for the grouping (justify concept), as measured by minimum criteria on an objectives-referenced test.

Skill I & II:

1. Below is a list of responses supplied by students your age when they were asked the question: "What do you think some American parents value?" Read through the list.

Cars	Education
Boats	Social Status
Gadgets	Respect for elders

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EXAMPLES AND COMMENTS

Law and order	Athletics
Keeping up with the Jonses	Money
Respect for the flag	Clothes
Obedience	Good grooming
Successful performance by children	Cleanliness
Financial success	Looking young
Vacations	Social contacts
Travel	Government services
Recreation	Social security
TV	Medicare
Movies	Let-the-other-guy-do-it
Theater	Houses
	Escape through liquor

Think of various ways some of these items or ideas could be grouped together. For example, you could group "cars" and "boats" together because they are both means of transportation. You may have as many or as few items in your groups as you wish. Use as many of the items on the list as you can — although you may not be able to use them all.

Formulate your groupings in the spaces below.

Group I	Group II	Group III
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Group IV	Group V
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now that you have grouped the items in five groups, think of a label for each group that explains your reasons for the groupings. Write your labels below:

Group I _____
Group II _____
Group III _____
Group IV _____
Group V _____

Note: Responses indicated here indicate the way a student might group and label these items. Many other possibilities exist.

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2. Below are pictures of groups of things. One of the groups has an item that does not seem to belong. Check the group that contains the one item that seems to be out of place in that group.

   ____ a picture showing six paper products
   ____ a picture showing six wood products
   ____ a picture showing six steel products
   ____ a picture showing six plastic products
   ____ a picture showing five glass products and one steel product

   Explain your reason for checking the group that you did.

   _____

   _____

3. By placing items or ideas in various groups, the student is performing the high-level cognition task for formulating miscellaneous data into concepts. The teacher should encourage students to group the data in as many ways as possible to suggest to students that there are *many* ways to organize knowledge, not just one or a few ways.

   The important thing is having students group data is to always ask them *why* they group a particular number of items a certain way. The reasons for the grouping may not be readily understood by others unless it is explained by the person formulating the group. Asking the student to think of a label for the group forces him to put in a concise term the nature of the grouping (concept).

   Data for the purposes of grouping may be obtained from the students themselves by use of an open-ended question, such as the one suggested above. Data may also be supplied to the students. However, it is apparent that the students should understand the data they are expected to group.

4. In the following exercise, read each group of items and then answer the question immediately following it. In each case, choose only one.

   Group A. lions
   elephants
   zebras

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Which of the following would be the best label for Group A? _____

a. animals of Africa
b. Africa
c. animals
d. this is a faulty grouping (one item does not seem to belong)

Group B. trees
vines
bushes

Which of the following would be the best label for Group B? _____

a. greenery
b. kinds of trees in Africa
c. vegetation in Africa
d. this is a faulty grouping (one item does not seem to belong)

Group C. mountains
valleys
monkeys

Which of the following would be the best label for Group C? _____

a. physical features of Africa
b. the high and low places of Africa
c. geography of Africa
d. this is a faulty grouping (one item does not seem to belong)

Group D. rivers
lakes
swamps

Which of the following would be the best label for Group D? _____

a. water features of Africa
b. rivers of Africa
c. lakes of Africa
d. this is a faulty grouping (one item does not seem to belong)

Group E. Egypt
Congo
Uganda

Which of the following would be the best label for Group E? _____

a. rivers
b. countries of Africa
c. lakes of Africa
d. this is a faulty grouping (one item does not seem to belong)

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Skill III: Test the accuracy and validity of the groupings, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill III:

1. Let us say someone grouped the following together:

   lion, tiger, leopard, bobcat, lynx, domestic cat, ocelot, cheetah, margay

   The person who formed this group labeled it "Cats." However, someone else questions whether all of these could really be considered cats. You need to find out if that label can be considered correct. In other words, the person has to "justify his grouping."

   What would be the best way to do this? (Check as many as you wish.)

   ____ look in a book on domestic cats
   ____ look in a book on Africa
   ____ look in a book on animals
   ____ look in a book about cats
   ____ look in an encyclopedia
   ____ look in a science book that groups animals
   ____ ask the girl next door
   ____ watch TV and see if it says something about it
   ____ look in a book on pets
   ____ ask a zoologist
   ____ look in a book on American animals

2. After the student has formulated the groups, he may use these groupings for further research study. For example, if the students are beginning a unit on the Moslem religion, the teacher could ask the students to view a film on the subject or read some books. Then she could ask the question: "What comes to your mind when you think of the Moslem religion?" In this way, data would be collected. Then the students would group the data. The groups could then be used as a basis for further study. Errors within the groupings would be discovered as the students use them as a basis for study. Thus their accuracy and validity would be established.

PERFORMANCE OBJECTIVES

CAUSE AND EFFECT

Skill I: Given a set of items that either support or violate the principle of multiple causes and multiple effects, the student will identify those that support this principle and those that violate it, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. **What would probably be the best explanation of why the Civil War occured?**

   ____ **The Civil War was caused by Harriet Beecher Stowe's book, *Uncle Tom's Cabin*.**
   ____ **The Civil War was caused by slavery.**
   ____ **The Civil War did not have any particular cause.**
   ____ **The Civil War was caused by a number of complex factors.**
   ____ **The Civil War was caused by two separate events.**

2. **Which of the following statements about the effects of the Crusades would you say is the best?**

   ____ **The Crusades resulted in one thing — they returned Jerusulem to the Christians.**
   ____ **The Crusades had little, if any effect on history.**
   ____ **The Crusades failed in their real purpose, but in the long run, they had many effects on history.**
   ____ **The Crusades, which were an attempt to return Jerusulem to the Christians, were fought in 1298.**
   ____ **The Crusades, which pitted the Christians against the Moslems, were caused by many factors.**

3. **Mark the following statements true or false:**

   ____ **Events almost always have a number of causes, rather than just one or two causes.**
   ____ **In considering the causes of an event or social phenomenon, all of the causes should be ranked equal in importance. That is, they usually all had an equal weight in causing something to happen.**
   ____ **Effects of one event usually become causes of future events.**
   ____ **Any event in history can be discussed in terms of its causes and effects.**
   ____ **Causes are more important considerations than effects.**

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Skill II: Given an event or a social phenomenon, the student will identify possible causal factors and possible effects of the event or phenomenon, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. The Industrial Revolution occured in some countries in the last century when people began to rely on other sources of power to produce things. People began to less often make things by hand and more and more they began to make things in mills and factories.

   Below is a list of 20 statements concerning the Industrial Revolution. Mark five that seem to be "*cause* statement." Mark *five* that seem to be statements of "*effect*." Leave the others blank.

___ 1	___ 5	___ 9	___ 13	___ 17
___ 2	___ 6	___ 10	___ 14	___ 18
___ 3	___ 7	___ 11	___ 15	___ 19
___ 4	___ 8	___ 12	___ 16	___ 20

2. Choose a particular historical event or social phenomenon. Make a list of all the causes of this event of phenomenon. Make a list of all the effects. Think of how the effects became causes of other events or social phenomena.

MAKING PREDICTIONS

Skill I: Given a description of a group of people, either mythical or real, and also given a description of events that impinge upon the lives of these people, the student will predict outcomes, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Two countries were about to go to war. They were neighboring countries and were about the same size geographically. Country A was mainly rural. Although the people in that country were known for their gracious style of living and fine manners, there was quite a bit of poverty there too. The leaders in Country A were outstanding in many ways, partly because they knew how to communicate with the people, partly because of their noble and idealistic philosophies.

   Country Z was highly industrialized and mechanized. Factories of all kinds were booming, and many people were making large fortunes. The country had a well-developed transportation and communications network. Although many people still lived in rural areas and small towns, the cities were growing rapidly.

   The war was fought mostly in Country A. Country Z was the first to attack, some people think without justification.

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Following are some statements that attempt to predict what the outcome of the war will be. Check the predictions you think are the safest ones to make on the basis of the given information. (Check as many as you wish.)

____ Country A will probably win because people who live in rural countries tend to fight better than people who live in urbanized countries.
____ Country Z will probably win because its technology is more highly developed — and wars are largely won on the basis of technology.
____ Country A will probably win because the moral right seems to be on their side — since Country Z attacked them.
____ Country Z will probably win because they have greater financial resources to wage the war.
____ Country Z will probably win because it has a better system of transportation.
____ Country A will probably win because they have better leaders.

2. A group of people lived in an area rich in wild game. They moved about in small groups gathering food and hunting for game. The people had many traditions and rituals. Their religion was somewhat pantheistic. That is, they believed God lived in everything — the sky, the plants, rocks, trees, the wind, and so on. Family ties among the people were strong, and they were a peaceful and happy people.

   Eventually other people came to the lands these people lived on. The people were forced out of their native areas and most of them ended up in large cities working in the plants and factories.

   What would you predict would happen to these people over the years? (Mark as many of the following as you wish.)

   ____ The rituals and traditions of the people would remain about the same.
   ____ The people would maintain about the same style of life.
   ____ Their religion would tend to fuse with the religion of the people in the cities.
   ____ The young people would tend to grow away from the elders and want to live more like the young people in the cities.
   ____ Some of the people would become bitter about the way they were driven away and come to hate the people in the cities.

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___ The people would tend to congregate together in the cities they were forced to move to.
___ The children would tend to have trouble getting along in school in the cities.
___ The peaceful and happy nature of the people could turn to one of aggressiveness and bitterness.
___ Most of othe people would find life in the cities not so much different from their former lives.

3. Gather statistics on world population trends. Consider related factors as well. On the basis of the data you have gathered, what predictions would you be able to make about the year 3000?

4. Let us say that a group of students are about to begin to study a particular event. Before getting into the unit of study, they could be presented with some data and asked to consider what they would predict would be the outcome, on the basis of available data. Further study would either support or not support their predictions. The point is, it is important for students to try to project into the future — not the kind of astrological way, but on the basis of data. Such an activity is the basis for the Rand "Think Tank," in which data is used to project future developments. This kind of thing is vital if a society wishes to prepare for the future — and plan for it.

MAKING INFERENCES

Skill I: Given a group of descriptive data, the student will identify appropriate inferences that might be made on the basis of those data, as measured by minimum criteria on an objectives-references test.

Skill I:

1. In a certain heavily forested and mountainous continent, three groups of people developed advanced cultures. Each had a highly developed system of religion, well-organized and efficient systems of government, and advanced skills in building roads and buildings. Each of the groups knew a great deal about farming procedures, and each seemed to know about many "modern" ailments and their cures. The peoples in this land had different languages, but they were in many ways similar in structure. The people in these three groups also knew a great deal about astronomy. They knew that the earth is round, that it rotates, and even what size it is.

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On the basis of this description of these three groups of people, which of the following would be the *least* likely inference? (Check one.)

____ Cultural and scientific borrowings probably occured among the three groups of people.
____ Trade probably took place among the three groups of people.
____ There is a possibility that people from another area of the world once visited and influenced the people of these three areas.
____ The three groups may have once been a part of a common culture, which later split into three separate groups.
____ The peoples of these three groups probably developed their culture and technology in isolation and independent of each other.

2. When a certain area of the United States was settled, the early settlers often lived in "sod houses." These houses were made of squares of earth and grass. Squares were piled on top of each other to make walls, and the roofs were usually thatched with grass. These sod houses would not be considered very elegant by today's standards, but they sufficiently protected the inhabitants against the elements.

   What can we infer from this paragraph?

   ____ The area where sod houses were made was a place where many trees grew.
   ____ It was a place with grassy plains.
   ____ It was a place with a severe enough climate to require that people build a quick shelter.
   ____ It was a place that was snow-covered almost year round.
   ____ It was a place that was mostly desert.
   ____ It was a place where building materials were not easily available.
   ____ People who lived in sod houses probably had trouble with snakes, mice, and other small animals.
   ____ People who lived in sod houses probably had at least one large glassed window on one side of the house.
   ____ Sod houses probably lasted for years.
   ____ Sod houses probably needed to be constantly repaired or replaced.

3. Show the students reproductions or pictures of various artifacts from a particular culture. Have them examine them carefully. Then ask: "What can we say about these people on the basis of

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these artifacts?" The students would be encouraged to make as many inferences as possible. In each case, the student would be asked *why* he is making a particular inference. After the discussion, the students should find out to what extent their inferences were legitimate, either on the basis of reading about the culture that produced the objects or by comparing their inferences about these people with experts who have similarly made inferences.

FORMULATING AND TESTING HYPOTHESES

Skill I: Given various statements about hypotheses, the student will identify those which are corrected, as measured by minimum criteria on an objectives-references test.

Skill I:

1. Below are some statements about hypotheses. Check those which you consider to be correct.

   ____ A hypothesis could be defined as an explanation of something which remains to be supported by research.
   ____ A hypothesis is a guess as to why something happened, but it cannot be shown to be either true or false.
   ____ Sometimes social scientists prove their own hypotheses wrong when they do their research.
   ____ Researchers usually establish hypotheses in order to define what they intend to do their research about.
   ____ "Hypothesis testing" means taking a test in school about whether or not certain information is accurate.

Skill II: Given a set of data about a particular event or social phenomenon, the student will identify appropriate hypotheses based upon those data, as measured by minimum criteria on an objectives-referenced test.

Skill II:

1. Mary noticed in her school that on Monday mornings the students seemed to be much more quiet and less interested in their school. She wondered why. She did have some ideas on the subject.

   Below are listed some hypotheses that Mary formulated. Of the five that are listed, check two tha seem to be the most appropriate and the most like hypotheses.

   ____ It is unfortunate that so many students are lazy and uninterested in their school work on Monday mornings.
   ____ Students in this school tend to stay up later on Friday, Saturday, and Sunday nights than usual and are therefore tired Monday morning.

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	____ Students tend to be uninterested in school Monday morning because most students don't like school and are uninterested in their subjects. ____ Adults, like students, tend to be tired on Monday mornings. ____ Students tend to be less interested in school and more quiet on Monday mornings because the teachers tend to spend less time on class preparation for their Monday morning classes.
Skill III: Given a particular hypotheses, the student will identify appropriate ways of testing that hypothesis, as measured by minimum criteria on an objectives-references test.	Skill III: 1. A social scientist formulated the following hypothesis: Below are listed five possible ways he could go about testing this hypothesis. Identify the best approach you think he could take: ____ 1. ____ 2. ____ 3. ____ 4. ____ 5.
THE NATURE OF THE SOCIAL SCIENCES	
Skill I: Given a list of various social scientists, such as anthopoligists, economists, geographers, historians, philosophers, political scientists, psychologists, and sociologists, the student will identify the nature of their respective areas, as measured by minimum criteria on an objectives-referenced test.	Skill I: 1. Below is a list of social scientists. Place the letters that accompany each in the appropriate blanks below: A. Anthropologist B. Economists C. Geographers D. Historians E. Philosophers F. Political Scientists G. Psychologists H. Sociologists ____ study such matters as comparative government, international relations, public administration, and theories of government. ____ attempt to reconstruct the events of the past according to their view. ____ study how goods and services get produced and how they get distributed. ____ often look for fossil human bones and study living people.

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____ try to reconstruct the chronology of events in the recorded past.

____ try to find out such things as how we inherit the color of our eyes or the shape of our heads, how new traits arise and spread among peoples, and how environment affects us.

____ gather their information through experimentation, natural observation, case histories, and surveys.

____ would study in detail the various forms of democracy, communism, and socialism.

____ would deal with such terms as "roles," "prejudice," "class," "folkways," and "social mobility."

____ deal with such questions as "What is the purpose of man and life?" and "What is the nature of existence?"

____ sometimes talk to individual people in order to try to help them solve their emotional problems.

____ concern themselves with the location of physical features, places, and people, as well as with various parts of the world are alike and different.

____ study living men to see why they vary in physical appearance.

____ deal with "ultimate realities" and study the structure of various belief systems.

____ study human relationships — that is, how people live and work together.

____ deal with fundamental values of equality, freedom, justice, and power.

____ study the way people and nations choose the things they actually buy from among the things they want.

____ would study such matters as abnormal human behavior, what motivates people, and how various kinds of personality are formed.

____ would study such matters as recessions, gross national products, capital goods, and the Laissez faire theory.

____ would study the "law of supply and demand."

____ are interested in the cause and effect relationships that have led to certain events and situations in the present world.

____ study how various physical features of the world came to be where they are, and the space relations of different features and areas to one another.

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ANALYZING WRITTEN SELECTIONS

Skill I: Given a set of statements or paragraphs that illustrate:

A. various degrees of clarity
B. various degrees of bias
C. various degrees of logic
D. various degrees of reliability of source
E. various degrees of appropriateness of stated conclusions,

The student will identify the most acceptable selection within the set, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. **Below are three brief paragraphs that describe the relationships between the cultural patterns of the Lacandon Indians of Mexico and the physical environment in which they live. Of the three paragraphs, one presents the relationship much more clearly than the others. Identify the one that does this. (Check one.)**

   ____ Paragraph I
   ____ Paragraph II
   ____ Paragraph III

2. **Below are three paragraphs that describe the Battle of Bull Run. One of the paragraphs is less biased than the others. Check the one you think seems to be the least biased. (Check one.)**

   ____ Paragraph I
   ____ Paragraph II
   ____ Paragraph III

3. **Below are three paragraphs that discuss some strengths and weaknesses of the capitalist system. One of the paragraphs presents the discussion with a greater degree of logic than the others. Indicate the one you think seems to be the most logical. (Check one.)**

   ____ Paragraph I
   ____ Paragraph II
   ____ Paragraph III

4. **Below are three paragraphs about the class structure of a certain community. You will notice when you read the paragraphs that the ideas presented in them have been drawn from different sources. Indicate the paragraph that seems to have been based on the most reliable source. (Check one.)**

   ____ Paragraph I
   ____ Paragraph II
   ____ Paragraph III

5. **Below are three paragraphs written by philosophers. In each of the paragraphs the writer reaches a conclusion based upon the discussion that has gone before. In one of the paragraphs, the conclusion reached by the**

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writer seems to have been most directly based upon discussion. Indicate the paragraph in which the writer draws the most justifiable conclusion. (Check one.)

___ Paragraph I
___ Paragraph II
___ Paragraph III

GATHERING DATA

Skill I: Given a question or topic, the student will gather information on that question or topic from at least three — and preferably more — sources, as measured by minimum criteria on an objectives-referenced test.

Skill II: Given the varying sources of data gathered in relation to a particular question or topic, the student will identify the varying quality of those sources, as measured by minimum criteria on an objectives-referenced test.

Skills I & II:

1. You have been assigned the task of giving a report on the changing patterns of society in Sicily during the past 20 years. Which of the following would be the best way to gather information on this subject? (Check one.)

   ___ Read a recent book on the subject.
   ___ Find an article in a magazine.
   ___ Talk to a person who has been to Sicily recently.
   ___ Read at least two books on the subject.
   ___ Read as many books and articles on the subject as you can find.

2. Let us say you are interested in finding out about the "emerging nations of Africa." You might get information on this topic from various sources, some of which are listed below. Check *three* that you think *probably* would give you the most reliable information. (Check *no more than 3*)

   ___ the annual supplement to the *Encyclopedia Britannica*.
   ___ a series of articles in the *New York Times*.
   ___ a letter to the editor in the local daily newspaper.
   ___ an article in the local weekly newspaper.
   ___ the boy who lives next door.
   ___ your teacher
   ___ several books on the subject written by social scientists who have studied African nations
   ___ articles in *Redbook*, *Better Homes and Gardens*, and *Stag*.
   ___ a number of African authorities who have traveled extensively in Africa.
   ___ a survey in which you ask the students in your school about Africa.

3. Ask the students to gather information on a particular topic or question. After they have done so, ask them where they have gathered their information. Then discuss the varying quality of the sources and the question, "What makes some sources of information superior to others?"

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COMPARING DATA

Skill I: Given at least two — and preferably more — sets of data on a particular topic or question, the student will identify similarities and differences within those sets of data as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Below are two paragraphs about President Harding. Read them carefully.

   Paragraph A: [ ]

   Paragraph B: [ ]

   You probably noticed that the two paragraphs sometimes seem to be in agreement, but sometimes they seem to be in disagreement. Answer the following statements either true or false in terms of the pararaphs.

   ____ Both paragraphs seem to agree that Harding was a below-average President.
   ____ Paragraph A seems to suggest that Harding was personally involved in the Teapot Dome Scandal, while Paragraph B does not suggest this.
   ____ Paragraph A seems to suggest Harding was dominated by his wife, while Paragraph B seems not to suggest this.
   ____ Both paragraphs seem to suggest that Harding committed suicide because he feared more scandals would soon break out.
   ____ Paragraph A strongly suggests that Harding did not have either the personal qualities nor the ability to be President, while Paragraph B suggests only that Harding lacked the general abilities.
   ____ Paragraph A suggests that Harding's failures as a President were a major cause of later national problems, while Paragraph B does not suggest this at all.

2. Below are three paragraphs describing the Potawatomi Indians. You will notice that in some ways the paragraphs give the same information, but in some ways they seem to be in disagreement. In the space provided below, list the similarities and differences contained in these three paragraphs.

Paragraph A:	Paragraph B:	Paragraph C:

Similarities *Differences*

Par. I
Par. II
Par. III

PERFORMANCE OBJECTIVES

Skill II: Given sets of data on a particular topic or question and which contain similarities and differences, the student will identify reasons for those similarities and differences, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

3. Give the student a particular topic or question. Have him and others gather information on that question or topic from a variety of sources. Place the information so collected before the student for purposes of examination. In what ways does the information seem to agree? In what way does it seem to disagree?

Skill II:

1. Below are paragraphs describing the African nation of Uganda. You will notice that in some ways the three paragraphs are in agreement. But in other ways the paragraphs seem to be, or clearly are, in disagreement. Below the paragraphs is a list of ways the paragraphs are or seem to be in disagreement. Place the letter explaining a possible reason for the disagreement in the blanks. You may place more than one letter in a blank if you wish.

Paragraph A:	Paragraph B:	Paragraph C:
[ ]	[ ]	[ ]

Points of disagreement:

____ 1. state point of disagreement
____ 2. state point of disagreement
____ 3. state point of disagreement
____ 4. state point of disagreement
____ 5. state point of disagreement
____ 6. state point of disagreement
____ 7. state point of disagreement
____ 8. state point of disagreement
____ 9. state point of disagreement
____ 10. state point of disagreement

Possible Reasons for disagreement:

A. It's likely this disagreement was caused because the writers had disagreeing sources of information.
B. It's likely that this disagreement was caused because the writers visited different parts of Uganda.
C. It's possible this disagreement comes from various biases held by the writers.
D. It's possible that this disagreement occurs because the actual facts are not really known by anyone.
E. It's possible this is a typographical error.
F. It's possible this error is mainly a matter of the phrasing the writers used.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

G. It's possible this error is because one writer actually has visited Uganda, while the others have read about it in other books.
H. It's possible this disagreement is cause more by what is *not* said (an "error of omission") than what *is* said.

2. In discussing the data gathered by the students (in No. 3 above), have the students discuss *why* the information they gathered is sometimes in agreement and sometimes in disagreement.

IDENTIFYING THE RELEVANCE OF DATA

Skill I: Given a topic or question, the student will identify data relevant to that topic or question, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Sometimes when you are asked to find information on a particular question or topic, you can find a lot of information about the topic generally — and then have to decide what information that you have located is *directly* relevant to the question or questions you are concerned about.

   For example, you may be writing a paper on the causes of the Civil War. In your reading you come across a great deal of information about the Civil War generally, and though much of this information may be of real interest to you, you will have to identify *only that information that deals with the causes of the war.*

   The following questions relate to this idea. You are given a topic or question. Then you are given kinds of information about that topic. You are to indicate which of the three kinds of information given are the *most relevant* to the topic.

   Example:

   The causes of the Civil War
   ____ information about weapons used in the war
   ____ information about the results of the war
   ____ information about the decade before the war

   The decline of British naval strength over the past 50 years
   ____ information about life aboard British ships during the 16th and 17th centuries
   ____ information about the British royal family over the past 50 years
   ____ information about the great loss of British ships during the early days of World War II

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

The results or implications of a greater proportion of Americans being in the over-60 age bracket than the under-18

____ information about how schools are getting better

____ information about decreasing birth rates in various countries

____ information about how older and younger voters tend to vote

The contributions of Black Americans to the American culture

____ information about the development of jazz in the United States, especially its early roots in the South

____ information about the high rate of unemployment among Black Americans, especially those living in certain sections of the country

____ information about the major problems facing Black Americans today, including the problems of prejudice

The effects of the cotton gin on the pre-Civil War South

____ information about life among the slaves before the war

____ information about how Whitney invented the cotton gin

____ information about the amount of cotton the cotton gin could process

2. In collecting data in regard to a given topic or question, a major problem that students have is distinguishing between information that is relevant and that which is not. They often tend to gather a great deal more information than they really need either because they tend to forget what the original intent of their research was, or because they fail to make the sometimes fine distinction between what is relevant to the question and what is not.

   The teacher would do well to propose a topic or question to the student and have him collect information. Rather than having the student organize the information into a report or some kind of a presentation, he could be asked to discuss the information only in terms of its relevance to the topic. Activities of this nature should sensitize the student to the general area of relevancy of information, so that when he reads articles, hears speeches, etc., he will learn to distinguish between what is relevant to the subject and what is not.

PERFORMANCE OBJECTIVES

Skill II: Given a selection on a particular topic or question, the student will identify irrelevant data and ideas contained within the selection, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. Below is an article on the subject: "Why the Electoral College System Should Be Abolished." You will notice when you read the article that each sentence has been numbered. At this point ignore the numbers.

   You may have noticed as you read the article that some data and ideas presented by the writer do not seem to be relevant to the idea of the article. In the space provided below, write the number of the sentences that did not seem to be relevant to the major point of the article.

PROBLEM IDENTIFICATION AND SOLVING PROBLEMS

Skill I: Given a description, shown a film, or presented with accounts of a situation suggesting problems, especially problems of a social nature, the student will identify problems, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. You will be shown six pictures of life in India today. Study the pictures carefully.

   Now think of at least five social problems that are suggested to you by these pictures. List them below.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

   (Note: The six pictures will have been shown to a large group of students of this age, and a list of valid problems listed by these students will be compiled. The responses given by other students will be evaluated against this "master" list. However, additional responses may also be considered and possibly accepted.)

2. You will be shown a series of pictures of life in a large American city today. A number of social problems may be suggested by these pictures. Below is a list of problems. Check those which are suggested in the pictures.

   ____ over-crowded conditions
   ____ parents who "don't care"
   ____ lack of things to do
   ____ lack of sanitation
   ____ poor teachers
   ____ rats
   ____ unsafe water supply
   ____ inadequate housing
   ____ air pollution

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	____ lack of public transportation ____ segregation ____ dishonest mayor ____ unhappy children ____ decaying buildings 3. Have the students read a series of articles from current publications, or have the students read a book, either fiction or non-fiction, or have the students take a field trip. On the basis of these activities, the student would be asked to list the problems that he observed or gathered from the material. The important point here is that the student should learn to recognize problems, especially problems that may not be readily apparent.
Skill II: Given the problems so identified above, the student will suggest possible solution to the problems, as measured by minimum criteria on an objectives-referenced test.	Skill II: 1. Now consider one of the problems you checked above. (Item 2 above.) Can you think of some solutions to this problem? List at least three solutions you think would be most *reasonable* and *feasible*. The problem I checked was _____ Possible solutions: 1. _____ 2. _____ 3. _____ If you can think of other possible solutions, list them on the back of this paper.
Skill III: Given the problem or problems so identified above, and also given the solutions to that problem or problems, the student will identify possible consequences of those solutions, as measured by minimum criteria on an objectives-referenced test.	Skill III: 1. Sometimes when solutions to problems are found, the solutions may not just have the intended effect, but other effects as well. Some of these unintended effects may lead to greater problems than the original one, or at least other more minor problems. Take one of the solutions you suggested above to the problem you had checked. Think of at least three effects that solution may produce that may have been unintended. The problem I checked was: _____ Possible effects or unintended results of this solution: 1. _____ 2. _____ 3. _____

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

If you think of more than three effects of the solution, list them on the back of this paper.

2. Let us say that a new freeway is to be built through a city. In order to build the freeway, many homes, particularly homes in the poorer section of the city, had to be torn down. But after a number of years of construction, the city did have an excellent new freeway.

   Below are listed some unintended results of the construction of the freeway. Check what you would consider to be the *three* most serious unintended results:

   ____ People could get from the suburbs to the downtown faster.
   ____ Traffic on the city streets was lessened.
   ____ Neighborhoods and families were broken up.
   ____ People who were forced to move had to move in with people who were already over-crowded.
   ____ The people in the areas where homes were torn down became very proud that the highway was built where their homes used to be.
   ____ City suffered a tax loss when many homes were torn down.
   ____ People who drove in from the suburbs to the downtown on the freeway came to scarcely know what the residential sections of the city were like.
   ____ People who thought it took a long time to drive downtown before began to go downtown more often.
   ____ The buildings of the freeway increased the poor peoples' feeling of bitterness and resentment.

FIELD AND LIBRARY RESEARCH

Skill I: Given a list of questions that could be answered by referring to a standard library reference work, the student will identify the appropriate work, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Place the letters in the appropriate blanks:

   A. An American History Text
   B. An Atlas
   C. A Civics Text
   D. An Economics Text
   E. A Dictionary
   F. *Who's Who in America*
   G. *The World Almanac*
   H. An Encyclopedia
   I. *Reader's Guide to Periodical Literature*
   J. Official State Government Handbook

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PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

Questions

___ 1. How does North America compare in size to Africa?
___ 2. Who is the chief justice of your state Supreme Court?
___ 3. How many persons were killed by autos in 1937?
___ 4. When was the Cumberland Road built?
___ 5. What is the difference between an antiquarian and a historian?
___ 6. What was the importance of the Munich Pact of 1938?
___ 7. How much cotton was exported from the United States from 1920-1930?
___ 8. Where was Patrick Henry, the Re volutionary orator, born?
___ 9. How much territory did Japan obtain from China in 1938?
___ 10. What are the advantages of the city-manager plan?
___ 11. What are the distinctive features of the Gothic type of architecture?
___ 12. What events preceded the formation of the League of Nations?
___ 13. Describe the nomination and election of the President?
___ 14. What is the origin of the word "democracy?"
___ 15. How many immigrants came to the United States last year?
___ 16. What do we know about predicting business cycles?
___ 17. How long are the Rocky Mountains?

Skill II: Given a list of standard reference works found in libraries, the student will identify appropriate descriptions of these works, as measured by minimum criteria on an objectives-referenced test.

Skill II:

1. Below is a list of some standard library reference works. Place the letters in the appropriate blanks.

   A. An unabridged dictionary
   B. *Encyclopedia Britannica*
   C. *The World Book Encyclopedia*
   D. *Reader's Guide to Periodical Literature*
   E. *Who's Who*
   F. *The World Almanac*
   G. An Atlas
   H. A file cabinet (sometimes called "the vertical file")
   I. the card catalog

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PERFORMANCE OBJECTIVES

Skill III: Given a list of statements that are to be proved, the student will identify those more difficult to prove, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

___ a work that gives the fullest definition of words
___ a work you might want to check in if you wanted a great deal of authoratative information on a topic
___ a work you might want to check in if you want authoratative information on a topic but don't want too long an article on it
___ a work you would check if you wanted to find some magazine articles on a certain topic
___ a work that gives statistical facts and information of a strictly factual nature
___ a work that is devoted to geographical information about various parts of the world
___ a place where clippings from magazines and newspapers are available
___ a place where the books in the library are listed on cards

Skill III:

1. In each of the following sections, one of the five items would be more difficult to prove than the other four. Place a "D" next to the one which would be most difficult to prove. Consider each group of five separately.

Section A

___ 1. Many medieval manuscripts were written in Latin.
___ 2. The area of Alaska is greater than that of Texas.
___ 3. Cleveland held two terms in office as President of the United States.
___ 4. The "elastic clause" of the Federal Constitution has provoked much controversy.
___ 5. The Russian economic system is doomed to failure.

Section B

___ 1. Washington was unpopular with some groups by the end of his second administration.
___ 2. Jefferson was born in Virginia.
___ 3. Theodore Roosevelt was the youngest President to take office.
___ 4. Soil erosion is the greatest problem of the Middle West.
___ 5. California once called itself the "Bear Flag Republic."

PERFORMANCE OBJECTIVES

Skill IV: Given a question or topic that may call for research of a field nature, the student will identify appropriate approaches to organizing the research activities, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Section C

____ 1. There was little organized education in Europe during the Middle Ages.
____ 2. Greece contributed more to civilization than Rome did.
____ 3. The invention of the steam engine influenced the way people lived.
____ 4. The Battle of New Orleans in 1815 was entirely unnecessary.
____ 5. Labor strikes sometimes occur during good times.

Skill IV:

1. A group of students decided to find out what the people in the community thought about what people think of "Women's Lib." Below are listed what five of the students did in order to find out about this question. Rank their approaches from 1 (the best approach) to 5 (the poorest).

1. [ ]
2. [ ]
3. [ ]
4. [ ]
5. [ ]

Now take the approach used by the student you marked "1" and list *five* things he did that you consider to be good.

1. _____
2. _____
3. _____
4. _____
5. _____

Now take the approach by the student you marked "5" and list *two* things he did wrong.

1. _____
2. _____

PERFORMANCE OBJECTIVES

READING AND INTERPRETING MAPS, GLOBES, CHARTS AND GRAPHS

Skill I: Given a state, national, or world map, the student will identify responses that indicate a correct interpretation of the maps, as measured by minimum criteria on an objectives test.

Skill II: Given a globe, the student will identify responses that indicate a correct interpretation of the globe, as measured by minimum criteria on an objectives-referenced test.

Skill III: Given a chart, the student will identify responses that indicate a correct interpretation of the chart, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Below is a map of the United States. On the basis of this map, answer the following questions.

   What is the approximate distance between Chicago and New York?

   ____ 100 miles
   ____ 150 miles
   ____ 300 miles
   ____ 900 miles
   ____ 2000 miles

   Would you say the town of Leadville, Colorado is,

   ____ located in lowlands
   ____ located in the mountains
   ____ located on a high plateau
   ____ located in a desert
   ____ located on a prairie

Skill II:

1. In answering the following questons, refer to the globe:

   Which has the northernmost point?

   ____ Alaska
   ____ Russia
   ____ Canada
   ____ Iceland
   ____ Greenland

Skill III:

1. Read the following chart and answer the questions:

   According to this chart, the production of steel in the United States was greatest in 1956. True or False.

7-9 SOCIAL STUDIES

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
Skill IV: Given a graph, the student will identify responses that indicate a correct interpretation of the graph, as measured by minimum criteria on an objectives-referenced test.	Skill IV: 1. Read the following chart and answer the questions. According to this graph, the greatest war casualties occured in which war? ____ World War I ____ World War II ____ Civil War ____ Spanish-American War ____ Korean War
RELATIONSHIP BETWEEN SCHOOL ACTIVITIES AND THE WORLD OUTSIDE OF SCHOOL	
Skill I: Given any particular school activity or segment of learning, the student will identify the relationship between that activity or learning and what he would like to do or will do outside of school or after graduation, as measured by minimum criteria on an objectives-referenced test.	Skill I: 1. Make a list of various things you have learned or activities you have taken part in in school over the past year. For each item on your list think of how that learning or activity may in some way relate to something you would like to do outside of school — or something you probably will do when you leave school. Discuss this with others. You may find some of the things you have listed do not seem to have any relationship with or relevance to anything outside of school. Perhaps if you cannot identify such a relationship, others can. Or it is possible that some of your school activities and learnings do not have an apparent relevance to what you think you will do in the future.
Skill II: Given a description of activities, life styles, or occupational duties outside of the immediate school environment, the student will identify school activities and learning that may be related to those, as measured by minimum criteria on an objectives-referenced test.	Skill II: 1. Try to think what you would like to be doing ten years from now. Consider the life style you hope to have, the job you would like to hold, the responsibilities you probably will be expected to sustain, and so on. Now think of the skills, competencies, and knowledge you will need in regard to this projection into the future. In what ways is your present experience in school preparing you for what you think you will need at some future time?

PERFORMANCE OBJECTIVES

OCCUPATIONAL CLUSTERS

Skill I: Given a selection of occupations, the student will group those occupations into various categories and explain the reasons for this grouping, as measured by minimum criteria on an objectives-referenced test.

Skill II: Given the United States Office of Education list of occupational clusters, the student will identify occupations that would be appropriate to the various clusters, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Make a list of 75 jobs. Think of jobs of as much variety as you can. Now group the jobs in various categories that you may be able to think of. Give a reason for each of your groupings. Then label each grouping. For example, you might group doctor, nurse, X-ray technician together because they all are in the area of health. The label for this group might be "Health Occupations."

Skill II:

1. Below is a list of occupational clusters, as prepared by the U.S. Office of Education:

   A. Agriculture-Natural Resources
   B. Fine Arts-Humanities
   C. Communications and Media
   D. Construction
   E. Distribution and Marketing
   F. Health
   G. Marine Science
   H. Hospitality and Recreation
   I. Manufacturing
   J. Office and Business
   K. Personal Service
   L. Transportation
   M. Environmental Control
   N. Public Service
   O. Consumer and Homemaking

   Describe what you think is meant by each of these categories or clusters.

   Now consider the jobs listed below. Place them in what you would consider to be the appropriate occupational cluster.

   ____ teacher
   ____ farmer
   ____ store clerk
   ____ truck driver
   ____ actor
   ____ motel owner
   ____ sailor
   ____ secretary
   ____ Avon lady
   ____ dental hygienist
   ____ brick layer
   ____ beautician
   ____ engineer
   ____ mailman
   ____ Congressman

7-9 SOCIAL STUDIES

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
MAKING CAREER CHOICES	
Skill I: Given a full description of a particular occupational area, the student will identify the degree to which he considers the job appropriate to his needs, abilities, interests, life style, and goals, as measured by minimum criteria on an objectives-referenced test.	Skill I: 1. Gather as much information as possible on a particular job that you think might be of interest to you. Then consider whether or not you would be interested in holding the job on the basis of such factors as: your interest, your abilities, your skills, test results that may be available (interest batteries, value scales, etc.), your performance record in various areas, your life style, your value system, and so on. Then go through the same process with other occupations.
RESPECT FOR VARIOUS OCCUPATIONAL AREAS	
Skill I: Given a particular occupational area, the student will identify the various ways workers in that area contribute to the well-being of others and the social good, as measured by minimum criteria on an objectives-referenced test.	Skill I: 1. Select an occupation from the *Dictionary of Occupational Titles*. List the ways persons who work at that occupation contribute to the well-being of others. 2. Select a variety of occupations, both professional and non-professional, higher-paying and lower-paying. Discuss the comparative ways that all of the occupations contribute to the well-being of others and to society.
Skill II: Given the concept of "respect for all kinds of workers," the student will identify various reasons why this concept is appropriate in a democratic society, as measured by minimum criteria on an objectives-referenced test.	Skill II: 1. In a democracy, it has been said, the work that all persons do should be considered worthy of respect. Discuss why this idea is valid.
JOB INTERVIEWS	
Skill I: Given an opportunity to observe a person, particularly a young person, taking part in a job interview, the student will identify the strengths and weaknesses of the interviewee's conduct within that interview, as measured by minimum criteria on an objectives-referenced test.	Skill I: 1. Show a film of a young person taking part in a job interview or conduct a simulated job interview. Then have the student discuss the strengths and weaknesses of the interviewee's conduct during the interview. It may be possible to present the student with a checklist of things to look for in evaluating the interview, and he would be expected to rate the interviewee on the basis of each item on the list.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	2. Show the student a film depicting the same person conducting a series of interviews with applicants for a certain job. Then have the students discuss the varying quality of the interviewees' conduct within the interviews.
Skill II: Placed in an actual or simulated interview situation, the student will demonstrate an ability to conduct himself adequately within that situation, as measured by minimum criteria on an objectives-referenced test.	Skill II: 1. Have the students take part in a variety of job interview situations. Critique his conduct within the interview on the basis of some agreed upon criteria.
GEOGRAPHIC INFLUENCES ON PEOPLE	
Skill I: Given a description of a certain group of people, either hypothetical or real, and a choice of a number of inferences that might be made about the geographic conditions in which those people live, the student will choose the most likely inferences at an appropriate level of competency, as measured by minimum criteria on an objectives-referenced test.	Skill I: 1. The people in this small country have seldom been attacked by other countries, and they most typically remain neutral in times of war, even when countries around them are at war. Most of the citizens speak several languages. The workers tend to be skilled craftsmen, and international bankers are located in all of the major cities. The country has little heavy industry. Tourists bring a great deal of money into the country year round. Several large universities are located in this country. Would you say this country probably is: ____ A. Very mountainous, or ____ B. Very flat? Would you say this country probably is located: ____ A. In a very populous part of the world, or ____ B. Is in a very remote, isolated part of the world? Would you say that this country probably is: ____ A. A South Sea island, or ____ B. A European nation? Would you say this country probably has: ____ A. Large deposits of coal and oil, or ____ B. Few deposits of coal and oil? Would you say this country probably has: ____ A. A very harsh, intemperate climate, or ____ B. A pleasant climate?

7-9 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

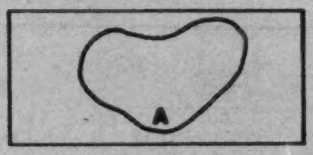
Skill II: Given a map of a hypothetical region that indicates terrain, bodies of water, river systems, neighboring areas, latitute and longitude, and given a description of the physical resources of that area (minerals, etc.), the student will be able to write a description of the people of that area, as measured by minimum criteria on an objectives-referenced test.

Skill III: Given a description of the geographic conditions of a country, the student will identify how these conditions have affected that country, particularly its social structure, its economy, its foreign policy, and its culture, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. Study the following map and consider especially point A. What might you conclude about the people at this point, on the basis of their geography?



I conclude that the people who would live at Point A:

1. _____
2. _____
3. _____
4. _____
5. _____

I draw this conclusion because of the following geographic conditions:

1. _____
2. _____
3. _____
4. _____
5. _____

Skill III:

1. Read about the country of Israel, and particularly take note of its geography. What effects has the geography of this country had on its:

   A. Social Structure
   B. Economy
   C. Foreign Policy
   D. Culture

PERFORMANCE OBJECTIVES

Skill IV: Given a description of how people have altered the geographic conditions in which they live, the student will identify how the people's lives may have been affected by that alteration, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill IV:

1. The Nile River flows north through Egypt. It is the "lifeblood of Egypt." Almost all Egyptian cities are located along the river. Few Egyptians live far away from the banks of this great river. The Nile empties into the Mediterranean at the northernmost point of Egypt. (See accompanying map.)

   Several years ago, a huge dam — the Aswan Dam — was built across the Nile in about the center of Egypt. It had a great effect on the country. Of the following possible effects, check the effects you think were most likely. (Check as many as you wish.)

   ____ The dam probably made more power available to the people.
   ____ The dam probably flooded a great deal of the Egyptian desert, causing some people to lose their homes.
   ____ The dam probably made people even more proud of their country.
   ____ The dam probably covered some ancient Egyptian monuments with water.
   ____ The dam probably caused the Nile to flow from north to south, rather than south to north.
   ____ The dam probably caused the people of Egypt to change their language.
   ____ The dam probably allowed for more irrigation projects in Egypt.
   ____ The dam probably flooded the cities at the mouth of the Nile.
   ____ The dam probably dried up the streams at the source of the Nile.
   ____ The dam probably caused more rainfall in Egypt.
   ____ The dam probably emptied the Mediterranean Sea.

GOVERNMENTAL AND POLITICAL SYSTEMS

Skill I: Given a list of some of the more commonly known forms of government and a list of descriptions of these governments, the student will match the two lists, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Following is a list of some of the more commonly known forms of governme and a list of descriptions of these governments. Place the letter of the names of the governments with the appropriate description:

   A. Aristocracy
   B. Communism
   C. Fascism
   D. Monarchy
   E. Democracy
   F. Republic

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	____ A form of government controlled by a few persons, usually wealthy noblemen. ____ A political system based on certain ideas of class struggle. The party has dictatorial powers and owns all business and industry. ____ A form of government which centers all power in a single party headed by a dictator. ____ A form of government in which one person who inherits, or is elected to, a throne holds executive power for life. ____ Means rule by the people. It may refer to a form of government or a way of life. ____ A form of government in which the people elect their representatives.
Skill II: Given a description of the governmental system of a particular country, either mythical or real, the student will choose from a list of types of government that type of government that is most closely exemplified in the description, as measured by minimum criteria on an objectives-referenced test.	Skill II: 1. In a particular country, a king or queen holds a throne, but the throne actually represents very little power. The power is vested in a governing body that is made up of two "houses." Members of both houses are chosen by the people in free elections every four years. A prime minister, also elected by the people, acts as a kind of president and holds office as long as the party he represents receives the majority of the popular vote. This government may be best described as: (Check one.) ____ A Republic ____ A Constitutional Monarchy ____ A Communist State ____ A Socialist State ____ A Fascist State
Skill III: Placed in a group directed to devise an activity simulating a particular kind of government, the student will willingly take part in the activity, as measured by minimum criteria on an objectives-referenced test.	Skill III: 1. The teacher will ask the students to form into small groups, and each group will be asked to organize an activity that would simulate a particular form of government. Other students may be asked to guess which form of government is being simulated. The teacher and/or the observer will evaluate each student on his willingness to take part and on the appropriateness of his behavior in the simulation, in terms of the role he is expected to play.

PERFORMANCE OBJECTIVES

Skill IV: Given a list of national, state and local problems, and also given a list of national, state and local governmental agencies and departments, the student will identify which agencies and departments may most effectively deal with the various given problems, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill IV:

1. Read the following list of governmental agencies and departments. Some are national, some are state, and some are local. Then consider the problems that are listed below. Which of the agencies or departments might be most actively involved in dealing with these problems? (Letters may be used more than once, if you wish.)

A. U.S. Dept. of Labor
B. U.S. Dept. of the Interior
C. Interstate Commerce Commission
D. Dept. of Health, Education, Welfare
E. City Street Department
F. Local Board of Education
G. City Hall
H. State Council for the Arts
I. Dept. of Defense
J. State Supreme Court
K. State Board of Education
L. State Legislature
M. Federal Communication Commission
N. State Highway Dept.
O. State Treasury
P. Drain Commission
Q. State Health Department

____ Would deal with national problems of unemployment.
____ Would deal with repairs needed on the streets of the town.
____ Would design and build the highways connecting such cities as Detroit, Flint, Lansing, and the Mackinac Bridge.
____ Would deal with problems of national parks.
____ Would deal with problems of the dance, theatre, and music at the state level.
____ Would deal with an appeal from a lower court.
____ Would deal with problems of television and radio system.
____ Would deal with problems of sewers.
____ Would deal with problems of the U.S. military forces.
____ Would deal with problems of state finance and the state budget
____ Would deal with the problem of hiring and paying teachers.
____ Would deal with problems of Medicare and national health programs
____ Would deal with problems of state aid to schools.
____ Would deal with problems concerning rules and regulations governing trade between states.

7-9 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

CONSTITUTIONAL BASES AND FUNCTIONS OF GOVERNMENTS

Skill I: Given a list of quotations from or sections of the United States Constitution, a state constitution, and a local city charter, the student will identify which is from the National Document, which from a state constitution, and which is from a city charter, as measured by minimum criteria on an objectives-referenced test.

Skill II: Given a description of an action typically taken by the governing body of a city, a state, or the Federal Government, the student will identify which level of government is most probably being described, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Which of the following quotations is most likely to be (or is) from a local charter, which from a state constitution, and which from the Federal Constitution?

   ____ The Legislature shall maintain and support a system of free public elementary and secondary schools . . . . Every school district shall provide for the education of its pupils without discrimination as to religion, creed, race, color, or national origin.

   ____ . . . shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people. . .

   ____ The Council will have the right to levy on the people a tax for the purposes of garbage pick-up and for the sanitation and health facilities of the people . . .

Skill II:

1. Please match each of the following three forms of government with the appropriate description of action it might typically take.

   A. Federal B. State C. Local

   ____ The governing body discussed the possible means of financing a sewage plant. One member pointed out that at present some sewage was being dumped into the river. The group then moved on to a discussion of several ordinances that perhaps needed to be revised.

   ____ The governing body discussed the distribution of funds to school districts. One member arose and gave a speech decrying the fact that some school districts had a great deal more money to spend on their schools than others, and he said that during the present session, action should be taken to equalize the funds spent on education in various districts.

   ____ The governing body discussed the present Social Security System, and it was finally proposed that Social Security payments should be raised.

PERFORMANCE OBJECTIVES

Skill III: Given a selection from the U.S. Constitution, a state constitution, or a local charter, and also given an action taken by an individual or group of individuals within the U.S., within that state, or within that city, the student will identify the legality of that action on the basis of the selection, as measured by minimum criteria on an objectives-referenced test.

Skill IV: Given a quotation from a constitution, either actual or hypothetical, the student will identify laws that may be legal or illegal within that constitution, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill III:

1. The following Article appears in the U.S. Constitution: "No soldier shall, in time of peace, be quartered in any house, without the consent of the owner; nor in time of war but in a manner to be prescribed by law."

   Considering this Article, which of the following actions would you say is *unconstituitonal?* (Check one.)

   ___ The country went to war, and in order to provide immediate housing for the recently inducted soldiers, the government sent letters to a large group of citizens indicating that they would be called upon to provide a room for at least one soldier for a short period of time.

   ___ The country went to war, and in order to provide housing for the recently inducted soldiers, the government asked the citizens of a particular city to volunteer to provide a room for at least one soldier for at least a six-month period of time.

   ___ The country was at peace, but since the country did not have enough barrack space for the soldiers in the peacetime army, they polled the citizens of a particular area to determine if they would be willing to house a soldier or two for a period of time — at least until proper governmental housing could be found.

   ___ The country found itself in a grave, emergency situation. Housing was needed immediately for recently inducted soldiers. To meet the crisis, Congress passed an emergency measure which would give the army the right to house some of its soldiers in private homes with the home owner's permission. The measure contained language strongly urging citizens to grant such permission.

Skill IV:

1. Let us say a constitution of a state contained the following statement:

   "The Legislature shall maintain and support a system of free public elementary and secondary schools. . . .Every school district shall provide for the education of its pupils without discrimination as to religion, creed, race, color, or national origin."

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

Of the following possible laws, which one would be considered *constitutional* on the basis of this statement? (Check one.)

____ A law that would require families with an income of over $20,000 to pay so much for their child to attend public schools.
____ A law that would make it unlawful for children from families that practice a strange and un-Christian religion to attend the public schools.
____ A law that would permit school districts to exclude children whose grandparents were born in a country that the U.S. was at war with.
____ A law that would allow families to send their children to private schools if they should wish to.
____ A law that turned all state responsibilities, both financial and otherwise, over to local districts.

CONSTITUTIONAL, STATUTORY, AND OTHER AREAS OF LAW

Skill I: Given a quotation from the law, either Constitutional, statutory, or otherwise, the student will identify appropriate interpretations of that law, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Quoted below is the Sixth Amendment to the Constitution:

   [ ]

   Now consider the following statements that indicate the rights guaranteed in this amendment to the criminally accused. Which of the listed rights is *not* guaranteed in this amendment? (Check one.)

   ____ the right to a lawyer.
   ____ the right to a jury trail
   ____ the right to an impartial jury
   ____ the right to a speedy trial
   ____ the right to confront and cross-examine witnesses
   ____ the right to have witnesses subpoened
   ____ the right to be informed of the nature and cause of the accusation
   ____ the right of a minor to be exempt from prosecution

2. The law defined negligent conduct as doing an act that a reasonable and prudent man would not do or failing to act when a reasonable and prudent man would act.

   Considering this law, which of the following persons would be *least* likely to be held liable?

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

___ A man who threw stones in a swimming pool where people were swimming and hit someone on the head.
___ A man who was driving 30 m.p.h., which is below the speed limit, in an area where children were playing. A child, chasing a ball, ran into the road and was hit.
___ A man riding a bicycle along a residential sidewalk ran into a lady and knocked her down.
___ A man who parked his car on a steep hill and didn't set his emergency brake. When he was gone, the car started to roll down the hill and hit a person.
___ A man driving 40 m.p.h. on a country road hit a child who darted out into the road from behind some bushes.

Skill II: Given a list of statements which either accurately reflect or do not actually reflect a person's rights under either Constitutional or statutory law, the student will identify the statements as being either correct or incorrect, as measured by minimum criteria on an objectives-referenced test.

Skill II:

1. According to your understanding of the law, mark the following statements *true* or *false*.

___ A person has a right to a trail by jury, no matter how minor his offense.
___ One part of the "due process" proceedings is being informed of the nature and cause of one's accusation.
___ If a person has not been formally charged with the offense, a conviction could later be reversed on this basis.
___ A verbal agreement between two persons is enforceable in court. (Verbal means non-written.)
___ The law says that a dealer may not sell a motor vehicle unless it is equipped with properly lighted brakes and lights.

POWER

Given a description of a social unit or organization, or given a description of various societies, institutions or nations, either past or present, the student will:

Skill I: Identify the person of power and/or the power structure within the unit, organization, society, institution, or nation, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Read about several social groups, both in the past and present, American or otherwise. What small groups or what individuals within the group seem to have the greatest power? Are there general statements you could make about those who seem to hold the power in various groups?

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
Skill II: Identify the sources of those persons' or that structures' power, as measured by minimum criteria on an objectives-referenced test.	**Skill II:** 1. Consider the power groups or persons of power that you identified above. What were their sources of power? Make a list of the sources of power in the various groups you examined. Are there certain common sources of power, or do persons of power and structures of power come by that power in totally different ways?
Skill III: Identify means that have been used or could be used to influence those persons of power or that power structure, as measured by minimum criteria on an objectives-referenced test.	**Skill III:** 1. Identify a power structure or persons of power in your community, nation, or school. Let us assume that you wish to have some influence on those persons or structures of power. What are some ways you could go about having some influence?
Skill IV: Given a list of statements concerning the concept of "power," the student will identify those statements that seem to be the more accurate, as measured by minimum criteria on an objectives-referenced test.	**Skill IV:** 1. Below are some statements about power. Indicate those that you would consider to be true. (Check as many as you wish.) ___ Those in power are usually willing to voluntarily give up their power. ___ The real power structure of a community is oftentimes not highly visible. ___ In the United States, it would generally be agreed that absolute power is undesireable. ___ Wealth is usually not associated with power. ___ Sources of power tend to vary from historical era to historical era. ___ The poor are usually not a highly powerful group in societies. ___ The power structure of a community usually cannot be influenced by the people.
ECONOMIC SYSTEMS	
Skill I: Given a list of some of the major economic systems and a list containing a description of each, the student will be able to apply the descriptions to the correct system, as measured by minimum criteria on an objectives-referenced test.	**Skill I:** 1. Following are four types of economic systems. Place the letters of these systems in the blanks. Letters may be used more than once. A. Socialism B. Communism C. Capitalism D. Fascism ___ Under this system, the government owns and operates such important industries as steel, coal, and the railroads. Some

PERFORMANCE OBJECTIVES

Skill II: Given a list of economic systems and a list of strengths and weaknesses of those systems, the student will place the strengths and weaknesses under the most appropriate heading, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

businesses and smaller industries may be privately owned, however.

____ Under this system, business and industry are privately owned.

____ This system is based on the idea that the government owns virtually all productive resources, and the people have relatively little control over governmental policies.

____ This system combines dictatorship with private ownership.

____ Under this system, although the government owns major business and industry, the people usually have a right to protest governmental policy.

____ This system is sometimes called the "Free Enterprise system."

____ This system is sometimes associated with the governmental policy of "laissez-faire."

____ This system usually implies the control of wages and prices and the planning of rates of economic growth.

____ Great Britain, Sweden, and India have this sytem, at least partially.

____ Russia and China are the largest countries that have this sytem.

Skill II:

1. Following are three types of economic systems. Place the letters of these systems before the appropriate strengths and/or weakness.

   A. Capitalism B. Socialism C. Communism

   ____ It allows for a great deal of individual incentive and ingenuity.

   ____ Those who are less able to compete economically sometimes get left far behind.

   ____ It may create rather large gaps between the have's and have-not's, unless governmental controls are built in.

   ____ It tends to insure that all citizens will have equal access to services, such as health services.

   ____ It may undermine individual initiative — at least economically.

   ____ It may deprive people of individual freedoms.

   ____ It tends to make it difficult to promote programs of long-range planning.

   ____ It tends to make programs of governmental planning quite possible.

   ____ It tends to be associated with a great deal of personal freedom.

   ____ It tends to allow for small business incentives, although it tends to discourage big business freedom.

7-9 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

Skill III: Placed in a group exercise simulating an economic system, or a portion of that system, the student will take part in the exercise, as measured by minimum criteria on an objectives-referenced test.

CONSUMER AFFAIRS

Skill I: Given a description of various consumer choices (i.e., various consumer products), the student will identify the more judicious choices on the basis of defined needs, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill III:

1. The Joint Council of Economic Education, for examples, publishes such games as "Market Game" (7-9) and "Marketplace" (9 to adult), which would be useful to the teacher in terms of the objective. Evaluation techniques are usually included.

Skill I:

1. Mrs. R. buys a great deal of cereal because she has three young children; so, she wants the best buy for her money. At the grocery store she is trying to decide whether to buy one of four sizes of the kind of cereal her children like. Under each size the price of each size is listed, as well as the unit price. These are as follows:

   A. Super Size: (give price and unit price marking)
   B. Giant Size: (give price and unit price marking)
   C. Large Size: (give price and unit price marking)
   D. Regular Size: (give price and unit price marking)

   Which would you say is the best buy for the money? ___

2. Mrs. O. lives alone. She is getting very old, but she still manages to fix her own meals. She is on quite a strict budget. One problem she has is that food often spoils before she has a chance to eat it all. She is considering buying one of three sizes of cans of stew. Which do you think is the best buy for her, on the basis of the unit prices listed below:

   A. Extra large can: (give price and unit price)
   B. Medium can: (give price and unit price)
   C. Small can: (give price and unit price)

   Which do you think is the best buy for Mrs. O? ___ Why? ___

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

3. Mrs. K. is buying cereal for her children. She wants a cereal that gives them as much nutritional value as possible. She reads through the labels on five boxes of cereal. Which do you think is the one she should buy? ____

A B C D E

4. Although he has wondered if he can really afford one, Mr. Jones has finally decided to buy a snowmobile. He knows exactly the kind of snowmobile he wants and he has found this kind at three separate stores. He now has to decide which of the three stores he should buy his snowmobile at. Following are some factors he may want to consider before he makes a final decision. Check *three* you think are the more important considerations:

____ the varying distances from his home to the three stores
____ the prices of the three snowmobiles
____ the attractiveness of the three showroooms
____ the kind of repair services and guarantees the three stores offer
____ since Mr. Jones is buying on•time, the interest rate the three stores charge
____ the friendliness of the clerks
____ the amount of snow they have gotten in his town that week
____ the number of years the three stores have been in business in that town
____ the number of times he has seen the stores advertised on TV
____ the number of other snowmobiles the stores have in stock

5. Mr. T. wants to borrow $200. He goes to three places that loan money. Each offers him a slightly different contract in terms of the arrangements. Which of the three contracts seems to be the best? (Check one.)

____ Contract A: (Describe in terms of interest rates.)
____ Contract B: (Describe in terms of interest rates.)
____ Contract C: (Describe in terms of interest rates.)

PERFORMANCE OBJECTIVES

Skill II: Given a description of various consumer needs that may call for consumer complaints or services, the student will identify the more effective means of making the complaints or obtaining the services, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. If you bought a poor product, which of the following would you say would be the *most* effective and the *least* effective way to get the company who made the product to improve it? Mark the most with an "M", the least with an "L".

   ____ Call the store where you bought it and make your gripe known.
   ____ Write an angry letter to the company and tell them you will never buy their products again.
   ____ Write a letter to the company explaining why you did not like their product.
   ____ Organize a group of persons who have been dissatisfied with the same product and list your complaints with the company itself and the Better Business Bureau.
   ____ Throw the product away and promise yourself you'll never buy from that company again.
   ____ Find several other people who have bought the product and get them all to agree not to buy any more products made by that company.

INSURANCE POLICIES, CREDIT CARD AGREEMENTS, AND LOAN AGREEMENTS

Skill I: Given a standard insurance policy, a credit card agreement, or a loan agreement, the student will correctly identify the terms of those agreements, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Below is a quotation from a standard automobile insurance policy. Read the document carefully.

   [ ]

   Now answer the following questions *true* or *false*.

   ____ If the person holding this policy were to injure another person in an accident, the policy holder's insurance would pay up to $20,000 in damages to the injured person.
   ____ In case of a collision involving the policy holder and another car, if the person holding this policy was at fault, his insurance would *not* cover his damages.
   ____ According to the terms of this policy, if passengers riding in the policy holder's car are injured in an accident, each would receive up to $500 in damages.
   ____ If the holder of this policy needs to be towed, towing expenses up to $25 will be covered.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

___ If the holder of this policy is involved in an accident with an uninsured driver, this policy will cover him for damages.

2. Have the students bring various credit card agreements to class. Compare their terms. Or prepare a teacher-made test on the basis of a particular credit card agreement. Students might be expected to pass such a test with a certain degree of competency.

URBAN PROBLEMS

Skill I: Given the concept of "urban living," the student will identify both the problems of urban areas, as well as the benefits of these areas, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Large cities today have many problems. But they are good places to live too, and many people wouldn't live anywhere but in a big city.

   Below are listed some good and not so good aspects of big cities. Mark the *ten* items you consider to be the most severe problem areas with a minus sign. Mark the *ten* items you consider to be the best parts of living in a city with a plus. The others leave blank.

   ___ overcrowded conditions
   ___ much poverty
   ___ home of famous ball teams
   ___ decaying buildings
   ___ movement of middle income people to suburbs
   ___ great restaurants of many different types
   ___ many different things to do
   ___ interesting and famous people tend to live in cities
   ___ many kinds of stores, including great department stores and many small specialty shops
   ___ polluted air
   ___ absent landlords, sometimes called "slum landlords"
   ___ high prices for everything
   ___ lack of pleasant, adequate housing
   ___ inadequate mass transportation
   ___ people's housing torn down to make way for freeways
   ___ great newspapers
   ___ excitement of being in the midst of many activities and happenings
   ___ many different kinds of people
   ___ many job opportunities
   ___ great colleges and universities
   ___ lots of theatres and other kinds of entertainment

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

____ high crime rate
____ inadequate law protection
____ lack of tax support for public institutions
____ bureaucratic tie-ups make services hard to get
____ center of great businesses
____ great libraries
____ artists and creative people tend to live in cities
____ relatively more freedom to "do one's own thing"
____ tension and sometimes violence between individuals and groups

2. Select a major problem confronting large cities today. Locate as much information as you can on the problem. What conditions have brought about this problem? Do all major cities have this problem?

Skill II: Given a particular urban problem, the student will identify possible solutions, as measured by minimum criteria on an objectives-referenced test.

Skill II:

1. One major problem facing large cities is lack of an adequate tax base to support such public institutions as the schools. Sometimes the cities find they have almost no money left to support their schools. Below are some possible solutions to this problem. Indicate *two* solutions you think would be the more possible; *two* that you think would be the least possible.

   Mark your two best solutions with a plus sign. Mark your two poorest solutions with a minus sign.

   ____ The cities could keep having elections to get the people to vote higher taxes.
   ____ The expenses of educating the children of the whole state could be spread around the whole state, so that everyone in the state would help support the big city schools.
   ____ Schools could be closed down for several years until enough money accumulated to pay for them again.
   ____ Cities could get loans from state and federal governments.
   ____ All extras could be eliminated from the curriculum, like all sports, gym programs, special assemblies, etc.
   ____ Students could be made to pay for their education.
   ____ People could be forced to move to other places to cut-down on the school population.
   ____ The state and federal governments could take over all the schools.

PERFORMANCE OBJECTIVES

Skill III: Given the solution to certain urban problems, the student will identify possible consequences of these solutions, as measured by minimum criteria on an objectives-referenced test.

ENVIRONMENTAL PROBLEMS

Skill I: Given the concept of "environmental problems," the student will identify specific problematic areas, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill III:

1. Let us say that in terms of the above problem, the last solution listed above was adopted. That is, the state took over the city schools entirely. Following are some possible consequences of this solution. Check those you think to be the most probable consequences. Leave the others blank.

   ____ Teacher would get paid at least twice as much.
   ____ The state would have more to say about how the schools were run.
   ____ The state government would increase in size.
   ____ The city would have less to say about how the schools were run.
   ____ People from other parts of the state may object to supporting city schools through their tax dollars.
   ____ Population of the cities would dramatically decrease.
   ____ More Latin and English would be offered in the schools.
   ____ The quality of the education in cities would greatly improve.
   ____ A strain would be put on state finances.
   ____ People in the cities would object to a loss of local control.
   ____ "Racial problems" in the cities would immediately disappear.

2. Study each of the proposed solutions listed above. Take each one individually and think of probable consequence if it was to be put into effect. List as many consequences for each as you can think of.

Skill I:

1. Below is a list of some problem areas in regard to environmental problems. Read them carefully. Then read the list of things that may be related to these problem areas. Place at least *two* letters in the blanks that precede each area. Letters may be used more than once. Fill in all blanks. All letters should be used at least once.

   ____ ____ Air pollution
   ____ ____ Water pollution
   ____ ____ Noise pollution

7-9 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

___ ___ "Sight" pollution
___ ___ Problem of solid waste disposal
___ ___ Ecological imbalance
___ ___ "Rape of the land"

A. Factories smokestacks emitting smoke uncontrolled
B. Loudspeakers in public places
C. Billboards and signs
D. Radios turned on very loud
E. Rats and cockroaches
F. Ugly buildings
G. Automobile exhaust fumes
H. Garbage dumps near public highways
I. Insecticide sprays
J. Death of wildlife creatures
K. Dumping waste in rivers and lakes
L. Cars, buses and trucks
M. Burning trash
N. Strip mining
O. Building housing development on wooded hillsides
P. Loss of open spaces

2. Think of some environment problems in your area or in other areas that you know about. Make a list of all the problems you can think of.

Skill II: Given a particular environmental problem, the student will identify possible solutions, as measured by minimum criteria on an objectives-referenced test.

Skill II:

1. Let us say that in a particular town the major industry is a particular factory. Almost all of the people depend directly or indirectly on this factory. However, the factory seriously pollutes the air in the town. The people in the town decide that something has to be done.

   Of the following possible solutions, which do you think are the more feasible ones? (Check no more than two.)

   ___ The people who own the factory could raise the prices on their product just enough to pay for anti-pollution devices.
   ___ The factory could close down.
   ___ The factory could move to another town that won't mind the pollution.
   ___ The factory could ignore the problem and go on as before.
   ___ The factory could hire people to study the problem of anti-pollution devices, and maybe such devices could be installed without huge expense.

PERFORMANCE OBJECTIVES

Skill III: Given possible solutions to environmental problems, the student will identify possible consequences, both favorable and unfavorable, of such solutions, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

____ The factory could hire public relations people to convince the people that pollution wasn't such a bad problem.
____ The owners of the factory could agree to cut down on their profit and use the difference for pollution control techniques.
____ The owners of the factory could change to another product — one that would not involve so much pollution.
____ The people of the town could burn the factory down.

2. Study the list of environmental problems you made. Now think of possible solutions to these problems. Consider all kinds of solutions, both good ones and possibly poor ones. Then decide which solutions you think would be the more possible.

Skill III:

1. A certain part of the state was heavily wooded and very beautiful and natural. Many people came to see the natural beauty of the area. One day a valuable deposit of iron ore was discovered in the area. Some people wanted the ore to be mined. Others said it would spoil the area.

   Let us assume that a mine did open up in the area. Following are some possible consequences. Mark those you would consider favorable consequences with an "F"; those that are unfavorable with a "U". Some may not be consequences at all. Leave those blank.

   ____ More jobs became available to the people in the area.
   ____ The iron ore discovered was a very high grade ore.
   ____ The natural beauty of the area was somewhat spoiled.
   ____ The mine began to fill the air of the area with smoke and fumes.
   ____ Business in the nearby towns began to pick up.
   ____ The nation's need for more iron ore was somewhat more met by the new supply of ore.
   ____ Tourists began to stay away from the area.
   ____ The town became divided into two hostile groups: those that liked the mine, and those that didn't.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

___ The area was previously well-known for its lumber industry.
___ The company that discovered the ore was called the Heath-Cliff Mining Company.

2. Now look at the various solutions to the problems you listed previously. Consider the consequences of these solutions. Indicate which consequences may be favorable, which unfavorable.

HISTORIOGRAPHY

Skill I: Given an historian's account of a particular historical event, the student will be able to choose from a list of values, attitudes, and feelings possibly held by that historian, those values, attitudes, and feelings that are most likely held by him, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Following is an account of a particular battle in the Civil War:

(present account)

Indicate which of the following the historian tends to reveal about himself in this account:
___ The historian who wrote this account seems to be generally anti-war.
___ He seems to be biased in favor of the South.
___ He seems to be biased in favor of the North.
___ He seems to be quite unbiased.
___ He seems to have a certain feeling for the "glories of the war."
___ He seems to believe that once battles begin, they are beyond anyone's control, even the commanders'.
___ He seems to have a certain scorn for the officers in charge of an army.
___ He seems to be more interested in the mental processes of the individual soldier in battle than with the logistics and strategies of battle.
___ He seems to be concerned about the moral issues of war.
___ He seems to be writing for military specialists rather than for the general reader.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
Skill II: Given a number of accounts of a particular historical event, the student will be able to choose which account suggests various biases that may be held by the authors of the accounts, as measured by minimum criteria on an objectives-referenced test.	**Skill II:** 1. Following are three brief accounts of the treaty of _____. Account A Account B Account C Indicate which of the three accounts best answers the following: ____ Which account seems to have been written by an historian who favored Side B? ____ Which account seems to have been written by an historian who favors Side A? ____ Which account would you say is the most objective? ____ Which account seems to have been written by someone who questions the fairness of the treaty? ____ Which account seems to have been written by an historian soon after the event? ____ Which account seems to have been written for a textbook?
Skill III: Given a set of data about a particular event, either hypothetical or actual, the student will demonstrate an ability to write two accounts of the event, one suggesting a bias in one direction, the other suggesting a bias in another, as measured by minimum criteria on an objectives-referenced test.	**Skill III:** 1. Following are two sets of data concerning the Sons of Liberty and their involvement in events leading to the Boston Tea Party. Write two accounts of the Tea Party, one from the standpoint of a Britisher or a Loyalist living in America, the other from the viewpoint of an American Patriot.
Skill IV: Given a group of statements concerning various aspects of historiography, the student will identify those that are true statements and those that are not, as measured by minimum criteria on an objectives-referenced test.	**Skill IV:** 1. Following are some statements about historians and the way they write history. Indicate those that are true, those that are false. T F 1. Historical accounts about what happened in the past reflect the views and biases of the writer. T F 2. Some historical accounts are more objective than others, but there is no such thing as a completely objective history. T F 3. Historians are influenced in the way they write about the past by the values and biases of the society and era they are a part of.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

T F 4. It is possible that an account of an historical event that was written in 1930 might differ in many ways from an account that was written in 1970.

T F 5. Many of the great historians have certain theories about history, and these theories influence the way they view the past.

T F 6. Most accounts of the past are pretty much the same, regardless of what historians write them.

T F 7. Facts are facts, and if an historian sticks with the facts, his accounts of the past will be pretty much like the accounts of other historians who stick to the facts.

T F 8. Children in Canada and Mexico get about the same view of American history from their textbooks as children in the United States do in their textbooks.

T F 9. Great historians are in very close agreement about the way things happened in the past.

T F 10. In history, a "primary source" is a document written by someone who was actually present at a particular event. A "secondary source" is written by someone who has studied the event, but wasn't actually there.

Note: Other objectives may be achieved through the use of history material. For example, the objectives dealing with values, feelings, generalizations, cause and effect relationships, making predictions and inferences, analyzing statements, analyzing social science modes, discussing the concept of change and various racial and ethnic contributions — all of these, and others, may be placed in the context of a study of history.

ARTS & HUMANITIES

Skill I: Given a contemporary development in the arts and humanities, the student will choose from a list of possible roots of that development a choice which is most clearly an actual root of that development, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Much modern art is called "non-objective," which means that it does not realistically portray a subject in the way a photograph or a realistic painting does. Some non-objective modern paintings are masses of colors and lines.

   Following are a group of statements concerning non-objective modern art. Choose the ones

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which indicate a *historical root* of this kind of art.

____ Modern art seems to have come about because of modern man's confusion and uncertainty about his place in the universe.
____ Modern art evolved from earlier painters who attempted to relay their feelings about things rather than simply copy the subject accurately.
____ Modern art has no roots; it is distinctly modern.
____ Modern art means that modern artists simply don't have the technical skills to paint subjects realistically.
____ Artists often still paint realistic pictures.
____ Modern art was the result of the discovery of the camera; that is, after the camera was discovered, artists no longer felt they had to depict their subjects realistically. The camera could do that.
____ Many people don't like modern art.

Skill II: Given a particular contemporary development in the arts and humanities and a list of possible roots of that development, the student will arrange those roots in the correct chronological order, as measured by minimum criteria on an objectives-referenced test.

Skill II:

1. Some music theorists say that of the various kinds of music we enjoy in this county, jazz is the most distinctly American. It is well known that American jazz has its roots in history, particularly Black history. Following is a list of what some of those roots may be. Indicate the order that you would arrange them in to show how jazz grew from early beginnings to its present state of development. Number the earliest root "1", the next "2", and so on, up to "6".

____ Movement of jazz up the Mississippi River.
____ Movement of many Blacks to New Orleans after the Civil War.
____ Life of the slaves on the plantations and farms of the Old South.
____ Ancient African rhythms.
____ The effect of jazz on many kinds of musical forms, including symphonies.
____ The spread of the jazz idiom in the North.

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Skill III: Given a particular contempoary development in the arts of humanities and a period of time in which to conduct library or field research, the student will demonstrate an ability at an appropriate level of competence to describe the historical roots of that development, as measured by minimum criteria on an objectives-referenced test.	**Skill III:** 1. Modern jazz is a distinctly American kind of music. But jazz as we know it today has its roots in the past. Within a week's period of time, be prepared to present either in written or oral form a description of the "historical roots of jazz." Your paper will be rated on a five-point scale. If you trace the roots of jazz back to very early sources, you may receive a "1". If you do not trace any of the roots of jazz, you will receive a "5".
Skill IV: Given a description of a certain society, either contemporary or historical, the student will identify valid assumptions one might make about the nature of the works in the arts and humanities that may have been produced by that society, as measured by minimum criteria on an objectives-referenced test.	**Skill IV:** 1. The Medieval years in what is now Europe was an age dominated by the Church. The Church was the most powerful of all institutions at that time, and the historian Will Durant has called these years: "The Age of Faith." Indeed, in some ways life during these centuries seemed to focus more on "the next world" than the present one. Below are pictures of famous art works. Which ones do you think were produced during the Medieval years? (Check as many as you wish.) ____ a reproduction of Cimabue's "The Madonna of the Angels" ____ a picture of Chartres ____ a reproduction of a Jackson Pollack ____ a reproduction of Monet's "Sunflowers" ____ a reproduction of Degas' "Rehearsal on the Stage" ____ a picture of one of the statues of a saint from the Notre Dame portal ____ a picture of a modern sculpture made out of automobile parts, nuts, bolts, etc. ____ a picture of Venus de Milo ____ a reproduction of Seurat's "The Circus"
Skill V: Given selections of works from the arts and humanities, the student will identify valid assumptions one might make about the society that produced such works, as measured by minimum criteria on an objectives-referenced test.	**Skill V:** 1. Below is a reproduction of a well-known painting that now hangs in the Louvre in Paris. It was painted by an artist called Cimabue and is called "The Madonna of the Angels." Check the following statements which you might consider to be true on the basis of this painting. (Check as many as you wish.)

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___ The artist probably lived in a time when people were very religious.
___ The artist probably lived at a time when people loved the world of nature and the out-of-doors.
___ The artist probably lived at a time that did not seem to value the beauty of the human body.
___ The artist seems to have lived at a time of great joy, happiness, and gaiety.
___ The artist lived at a time that understood a great deal about how the human body worked and about human anatomy.
___ The artist lived in a Christian era.
___ The artist lived in a non-Christian world of Moslems and Buddhists.

THE CONCEPT OF CHANGE

Skill I: Given the concept of change, the student will identify those conditions most likely to bring about change, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Great changes have occurred throughout history for many reasons. Of the following possible factors that may have brought about change, which do you think are the more likely to have caused *great* changes? (Mark no more than four.)

___ wars
___ leaders who have wished to maintain the *status quo* (the ways things are at present)
___ newly elected Congresses, Parliaments, and other governing bodies
___ great inventions
___ social unrest and injustice
___ powerful, dynamic leaders
___ earthquakes and storms
___ great depressions and periods of poverty
___ prosperity in business and industry
___ peaceful conditions and quiet times
___ new ideas

2. Think of a particular country that has experienced great change in recent years. Perhaps you might select a country in Africa, the Middle East, China, Japan — or even the United States. What changes have occurred in those countries? What are some of the things that caused these changes to occur?

3. Think of a person you know or have read about whose life has changed a great deal. What conditions caused the change?

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Skill II: Given the conditions of change, the student will identify those characteristics of individuals, groups, or institutions that will facilitate adapting to change, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. When the Industrial Revolution occurred in Europe (and also in the U.S.), many people who had formerly lived in villages and in the country had to move to the large cities to find work. Their small shops were forced out of business by the large factories. Following is a list of men who may or may not have adapted to the change that was imposed upon them. Check the descriptions of men who had the best chance of adapting to the new conditions brought about by the Industrial Revolution. (Check as many as you wish.)

   ____ A man who has one skill and feels he can't learn another.
   ____ A man who had children to support and things the most important thing for him is to get a job so he can do so.
   ____ A man who has never left his village before and is fearful of doing so.
   ____ A man who is "set in his ways" and doesn't like to work for others.
   ____ A man who has traveled a great deal and knows about the world outside of his village.
   ____ A man who has many skills.
   ____ An old man who is highly skilled in only one area of work.
   ____ A young man who is just entering the job market.
   ____ An unskilled man who has never held a job.
   ____ A man who has always gotten along with other people well.
   ____ A man who always likes to learn and do new things.
   ____ A man who never seems to get along with others.

2. In a certain country a flood came and practically wiped out a number of cities. One of the heavily damaged cities was Elmsville; another was Oakville. Below are descriptions of these two cities. Read them carefully.

   Before the flood, Elmsville:
   a. was a busy industrial town with many skilled workers.
   b. had adjusted to many changing conditions over the years.

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Skill III: Given an event that will precipitate change, the student will identify possible and/or probable consequence of that event, as measured by minimum criteria on an objectives-referenced test.

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c. was considered a wealthy community with a firm "tax base."
d. had a local government that was widely supported by the people.
e. had a lot of community spirit.
f. had an excellent department store filled with a variety of luxurious merchandise.
g. was known for its lovely elm trees.

Before the flood, Oakville:
a. was mainly a retirement community
b. was a very traditional town, little affected by change over the years.
c. was a rather poor community with a slender "tax base."
d. had a government that was generally not supported by the people.
e. had trouble getting various groups to cooperate.
g. was well known as the birthplace of one of the U.S. Presidents.
g. had an excellent football team.

Which of the two towns would you say is the more likely to recover the better from the flood? _____

Which of the two factors listed about Elmsville seem to be *least* important in their recovery from the flood? ___ and ___

Which of the two factors listed about Oakville seem to be *least* important in their recovery from the flood? ___ and ___

3. Think of a time when change has occured that has affected the lives of many people. What people and institutions affected by that change have adapted the best? The most poorly? Why?

Skill III:

1. Sometimes groups of people, such as the South Sea Islanders, the Eskimos, have suddenly experienced the influx of foreigners — people with totally different ways of life. People like the South Sea Islanders and the Eskimos many times had never seen other people before, and suddenly their lands were filled with them. In a situation like this, what are the more likely

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consequences of such change for these people? (Check as many as you wish.)

____ New diseases are likely to come to these people and many may die.
____ The new people are likely to introduce a confusion of values and life styles, and the people are likely to begin to be unsure of what they believe in.
____ The lives of these people are likely to improve significantly, and they are likely to be much happier and better off.
____ All the people are likely to change their former ways of living pretty much in the same way and to the same degree.
____ Some people are likely to adapt to the new conditions, some are likely to refuse to.
____ Clashes are likely to occur among the people who change their ways to be like the new people and those who don't.
____ The lives of people are likely to be affected a great deal.
____ The lives of the people are likely to not be significantly affected.

2. Think of some great events, discoveries or inventions. What changes occurred because of them?

TECHNOLOGICAL CHANGE

Skill I: Given an example of a technological development, the student will identify both benefits and problems that have resulted from that development.

Skill I:

1. One aspect of technological development has been the development and widespread use of the computer in our society. The computer has resulted in many benefits, but it has caused some problems as well. Below are listed some possible benefits and resulting problems. Indicate what you would consider to be *three problems* and *three benefits* by marking the three problems "P", and the three benefits "B".

____ The computer has meant that many problems that would have been very difficult to solve can now be solved — and quite quickly.
____ The computer has supplied us with a great deal of data that we need to help solve many kinds of questions and problems.
____ "Data banks", in which a great deal of information can be stored on persons, has meant a loss of privacy.

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___ Because computers can produce so much data, we sometimes have so much data about questions it is more confusing than helpful.
___ Although computers can solve problems with some efficiency, they can not take the moral and ethical aspects of questions into consideration.
___ Computers can produce information and solve problems with tremendous speed.
___ Computers, unlike persons, can solve problems with a great degre of accuracy.
___ When computers do make mistakes, because of some malfunction, the scope and hugeness of the error may create many problems.
___ The computers can solve problems, play chess, and even write stories, but they cannot be as truly creative as persons.
___ The computers cannot do anything more than they are programmed to do.
___ Computers can handle data and solve questions in a completely "objective" way.
___ Computers can supply us with data to help us solve difficult social problems.
___ When the computers supply information to people, like monthly bills, report cards, and so on, the report tends to be cold and impersonal.

2. Consider a particular development in the technological age, such as the computer, the transistor, the improved car engine, automated factories, more destructive weapons of war, and so on. List what you would consider the benefits and also list what you would consider the problems that such developments have created.

CONFLICT

Given a conflict situation between individuals, groups of individuals, organizations, or nations, the student will:

Skill I: Identify sources of the conflict, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Read the following case study involving conflict in the life of a boy referred to as John.

Case Study

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Following is a list of twelve statements that may or may not suggest possible *sources* of conflict in John's life. Check *three* that seem to be the *most likely* sources of the conflict in John's life. Check *three* that seem to be the *least likely* sources of conflict in his life.

___ 1.	___ 4.	___ 7.	___ 10.
___ 2.	___ 5.	___ 8.	___ 11.
___ 3.	___ 6.	___ 9.	___ 12.

2. Read the following description of conflict situations between nations. On the basis of these descriptions, some statements can be made about possible sources of conflict between nations. Mark those that seemed to be the most likely sources of conflict between nations *on the basis of the given descriptions.*

___ 1. Nations often come into conflict because they have longstanding disputes that may date back over many centuries.
___ 2. Nations often come into conflict when there are inequalities of resources among them.
___ 3. Nations often come into conflict when they are engaged in active and mutually beneficial trade with each other.
___ 4. Nations often come into conflict when they are pursuing strongly nationalistic policies.
___ 5. Nations often come into conflict when they are pursuing expansionistic policies.
___ 6. Nations often come into conflict when they have systems of government which are closely similar to each other.
___ 7. Nations often come into conflict when they have basic differences in value systems and national philosophies.
___ 8. Nations often come into conflict when there are great economic differences between them — some being very poor, some being very rich.
___ 9. Nations often come into conflict when they are competing to be the strongest nation of the world.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	3. Think of groups of individuals that appear to be in conflict in your school. What are the basic reasons for the conflict? If you were to consider other conflict situations between groups — especially groups outside of the school — would the basic reasons for the conflict among these groups be similar to the basic reasons for conflict among the groups in your school? On the basis of comparing various conflict situations between groups, can you make a list of certain reasons for conflict that are basic to many conflict situations.?
	4. Think of a conflict in your own life — especially one that seems to have gone on over a long period of time. What are some basic reasons for this conflict? Are the basic reasons similar to the reasons others in your class also experience conflict?
Skill II: Identify means of resolving the conflict, as measured by minimum criteria on an objectives-referenced test.	Skill II:
	1. Read again the case study about John. Also consider again some of the sources of his conflict. Can you think of ways that the conflict in his life could be resolved? List them.
	2. Below is a list of possible ways that conflict between groups could be resolved. Check what you would consider the better ways of resolving conflict. (Check no more than four.)
	____ Improve the quality of communication between the conflicting groups. ____ Effect a compromise between the groups so that all of the conflicting groups "give in" to some degree. ____ Have the groups fight it out so that the strongest wins. ____ Invite an outside arbiter (person who tries to settle disputes) in to tell the groups which one is the right. ____ Break up the conflicting groups and re-distribute them in new groups. ____ Make a list of the basic sources of the conflict. ____ It is best not to do anything with conflicting groups. Everyone should try to ignore the conflict. ____ Ask an objective person to come in and help the conflicting groups talk out their differences.

PERFORMANCE OBJECTIVES

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3. Consider the following description of groups in conflict. In this particular case, which of the above-listed ways of resolving conflict would seem to be the most appropriate?

WAR AND PEACE

Skill I: Given a list containing those factors that may lead to war, as well as those factors that may be conditions of peace, the student will identify those that may lead to war and those that could maintain peace, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Below is a list of factors that may lead to war or which may preserve the condition of peace. Identify five factors you think would contribute to peace by labeling them "P." Identify five you think might lead to war by "W."

___ poor economic conditions
___ a healthy economy
___ a large military arsenal
___ a delicate "balance of power"
___ mass poverty and social unrest
___ a strong world government
___ over-population
___ international understanding
___ unlimited natural resources
___ a shortage of natural resources
___ desire to increase territory
___ age-old rivalries
___ democratic form of government
___ respect for human life
___ mutual agreement on boundaries between nations
___ secret agreements between nations
___ general prosperity
___ prosperous world trade
___ extremely strong nationalistic spirit

Skill II: Given a description of a milieu, either mythical or actual, preceding a war, the student will identify those factors that may have caused the war, as measured by minimum criteria on an objectives-referenced test.

Skill II:

1. Read the following paragraph:

   In the years before the American Revolution, the English Parliament had gained much control of the government from the king. They then passed a series of acts which attempted to show the powers they held over the colonies. The Sugar Act taxed the importation of sugar. They proclaimed a line marking an area east of the Mississippi River which could only be sold by England. They prohibited the printing of paper money and declared that all debts must be paid at the original market value. When the First Continental Congress presented its Declaration of Rights to the English Parliament, it was refused by its members.

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Skill III: Given a statement containing a point of view about the basic causes of war, the student will identify that point of view, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

On the basis of the preceding paragraph, which of the following do you think was the *least* likely reason for the American Revolution? (Check one.)

____ problems over imports
____ problems over taxes
____ problems over territorial rights
____ problems over the value of money
____ problems concerning religious persecution

2. Study the conditions in a particular country preceding a time it went to war. Perhaps you can find a film on the subject. Of the various conditions that you can identify, which of them lead to the war? Study another country just before it had a war. Are some of the conditions leading to war in the first country also to be found in the case of the second country?

Skill III:

1. Read the following selection. It is about what causes war. It may be difficult to read, so read it over several times.

> "Where do we look for the black gathering cloud of war? Where do we see it rising? Why, from the despotism of the north, where one man weilds the destinies of 40,000,000 of serfs. If we want to know where is the second danger of war and disturbance, it is in that province of Russia — that miserable and degraded country, Austria — next in the stage of despotism and barbarism, and there you see again the greatest danger of war; but in proportion as you find the people governing themselves — as in England, or in France, or in America — there you find that war is not the disposition of the people, and that if the government desire it, the people will put a check upon it."

What does the writer of the above paragraph seem to think is the basic cause of war? (Check one.)

____ the people themselves
____ governments
____ international conspiracies
____ communists
____ there are no causes of war; it just happens

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Skill IV: Given a situation that may lead to a condition of war, either mythical or actual, the student will identify possible positions that might be taken by the United States in relation to the situation, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill IV:

1. Read the following hypothetical (not real) situation:

   A military junta in a Latin-American country has staged a coup d'etat and has ousted a leftist government recently elected by popular vote. The ousted president has fled to the countryside with a group of armed forces which still support him. The junta declares a state of martial law, suspending civil liberties and promising that there will be elections and a return to constitutional government as soon as the situation permits. The generals in the junta also issue a statement that they staged the coup only as a last resort to prevent the country from falling into the hands of the Communists. Fighting soon breaks out throughout the country between the armed forces of the junta and those of the ousted president. The junta states that the president's troops are receiving arms and supplies as well as technical assistance from the troops of a neighboring Communist country. The generals ask the United States to send troops to protect the safety of American citizens and prevent Communist take-over.

   Which of the following actions do you think the President, with the consent of Congress, should take? (Check one.)

   ___ The President should send troops to help support the junta.
   ___ The President should send arms and money to help support the junta.
   ___ The President should send troops to help support the deposed government.
   ___ The President should send arms and money to help support the deposed government.
   ___ The President should aid both sides.
   ___ The President should ignore the whole situation and stay out of it.
   ___ The President should send an investigating team to find out more about the matter.
   ___ The President should decide which side would be in the best interests of the United States and support that side.

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	___ The President should decide which side would be in the best interests of the people of that country and support that side. ___ The President should abide by whatever decision on the matter the United Nations may make. What action other than the above choices might the President take? (Note: If the student makes a choice or lists another possible action, the objective will be considered reached, regardless of which choice the student makes.)
Skill V: Given various individuals who have promoted the cause of peace, the student will identify similarities and differences in the points of view and approaches taken by these persons, as measured by minimum criteria on an objectives-referenced test.	Skill V: 1. Read about the lives of ten Nobel Peace Prize winners. What were their main ideas? How did they go about trying to promote peace? How were the ideas and approaches of the various winners similar and different?
COMPARATIVE CULTURES	
Skill I: Given at least two cultures or subcultures, past or present, American or otherwise, the student will identify similarities and differences between those cultures or sub-cultures, as measured by minimum criteria on an objectives-referenced test.	Skill I: 1. You will be shown two films: one will be on a primitive group that lives in New Guinea; one will be on a primitive group that lives in Brazil. After you have viewed the films make a list of the similarities and the differences that exist between these two groups. After you have made your first list, you will be shown the films again, and you will have an opportunity to revise your list, if you wish. 2. Gather information on the Americans of Chinese background who live in San Francisco's Chinatown. Also gather information on the Puerto Ricans who live in New York City in Harlem. These two groups may be called examples of American sub-cultures. In what ways are these two groups of people alike? In what ways are they different? 3. Below are two paragraphs that describe the so-called "Western Culture" and the so-called "Eastern Culture." According to these two paragraphs, in what ways are the two cultures alike? In what ways are they different?

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PERFORMANCE OBJECTIVES

Skill II: Given at least two cultures, or sub-cultures, past or present, American or otherwise, the student will identify the reasons, sources, or bases for the similarities or differences that may exist between them, as measured by minimum criteria on an objectives-referenced test.

Skill III: Given a set of statements that deal with the concept of cultural pluralism, particularly as this concept relates to the United States, the student will identify those statements that tend to reflect positively on the concept, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. You have seen two films on two primitive "cultures." You have listed the similarities and differences that exist between these two cultures. Can you think of reasons for these similarities and differences?

2. You have identified differences and similarities that exist between the Chinese and Puerto Rican sub-cultures. What factors tend to explain the differences? The similarities?

3. What are the bases for the similarities and differences that exist between the Western and Eastern cultures?

Skill III:

1. Below are a number of statements that are to be marked *true* or *false*.

   ____ According to the idea of cultural pluralism, Puerto Ricans who come to America to live should suppress their Puerto Rican ways and become genuine Americans. This means that they should stop speaking Spanish and stop eating un-American food.

   ____ In the United States, there are many different racial and ethnic groups that have various styles of life. This fact would be considered "good" by a cultural pluralist.

   ____ The American pluralistic culture allows for many different styles of life, a variety of customs, and numerous forms of behavior.

   ____ One could describe the American society as a pluralistic one.

   ____ It is important that when people come to the United States — a pluralistic society — they forget their roots in other countries and become totally American in their customs, foods, and behavior patterns.

   ____ A country that is pluralistic gains in many ways from the fact that it is made up of many different kinds of people with many different backgrounds and life styles.

   ____ In a country that is pluralistic, people are allowed — and even encouraged — to live the kind of life they please, as long as it does not interfere with the well-being of others.

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CONTRIBUTIONS OF VARIOUS RACIAL AND ETHNIC GROUPS TO SOCIETY

Skill I: Given a list of various racial and ethnic groups, the student will identify a variety of ways in which these groups have enriched the American society, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. Below is a list of various racial and ethnic groups. Below this list is a list of ways in which these groups have enriched the American society, as well as the names of some well-known members of these various groups. Place the letters in the apropriate blanks.

   A. Arabs
   B. Blacks
   C. Chicanos
   D. Czechs
   E. Dutch
   F. Irish
   G. Jews
   H. Native Americans
   I. Orientals
   J. Polish
   K. Puerto Ricans
   L. Swedish
   Etc.

   ____ The names of many American cities and geographic features were derived from these people; they gave us corn, squash, tobacco. They were often highly skilled craftsmen.
   ____ Members of this group are generally credited with initiating the Civil Rights Revolution of the 1960's.
   ____ American jazz has its roots in the heritage of these people.
   ____ Discriminated against the persecuted over the centuries, these people are nonetheless well-known for their humor. Their religion stresses humanitarian concerns.

   Etc.

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Skill II: Given various areas of human endeavor, such as the arts, sciences, humanities, business, industry, labor, and areas of social service and reform, the student will identify how these areas have been enriched by members of many different racial and ethnic groups, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. **Below is a list of various areas of human endeavor. Also listed are some well-known people from various racial and ethnic groups that have made contributions to these areas. Place the letters in the appropriate blanks. Some blanks may have more than one letter.**

____ Music	____ Theater
____ Art	____ Journalism
____ Literature	____ Architecture
____ Science	____ Education
____ Social Reform	____ Religion
____ Business	____ Government
____ Industry	____ Sports
____ Labor	

A. Marcus Garvey (Black)
B. Caesar Chavez (Chicano)
C. Leonard Bernstein (Jew)

Etc.

PREJUDICE AND DISCRIMINATORY PRACTICE

Given a particular social milieu, either past or present, American or otherwise, the student will:

Skill I: Identify groups or individuals within that milieu that were (or are) discriminated against and/or suffered (or still suffer) from prejudicial treatment, as measured by minimum criteria on an objectives-referenced test.

Skill I:

1. Read a description of the social system in Ancient Rome (or the Middle Ages, the early-American Colonies, in 16th Century China, etc.). What groups were discriminated against or suffered from some form of prejudicial treatment?

2. Read about the social system in present-day Uganda (or India, England, Russia, Canada, etc.). What groups are discriminated against or suffer some form of prejudicial treatment?

3. Make a list of the various groups that you think are discriminated against in the United States today — or in your community.

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Skill II: Identify the nature of the discrimination and prejudice experienced by these so identified groups or individuals, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. Consider the list of groups who were discriminated against and suffered from prejudice in Ancient Rome (or during the Middle Ages, in the early-American Colonies, in 16th Century China, etc.).
   A. What Factors led to this discrimination?
   B. What groups discriminated against these people?
   C. What form did the discriminatory practices take?
   D. How did the people who were discriminated against react to these practices?
2. Consider the groups that are discriminated against and suffer from prejudice in Uganda today (or India, England, Russia, Canada, etc.).
   A. What led to the discrimination against these people?
   B. What groups discriminate against these people most actively?
   C. What form does the discrimination take?
   D. How do the people who are discriminated against respond to this treatment?
3. Consider the groups that you feel are discriminated against or suffer from prejudicial treatment in America today.
   A. What are the sources of this discrimination?
   B. In what ways are these people most discriminated against?
   C. What forms do the discriminatory practices take? Are they open? Are they covert? Are they institutional? Are they racist? Are they ethnic? Are they religious?
   D. How do the people who are discriminated against react to this treatment?
4. Sometimes when people came to the United States from other countries they were discriminated against because of their race or nationality. Which of the following were ways that these people were sometimes discriminated against?
   ___ They were sometimes not hired for certain jobs because of their race or nationality.
   ___ They sometimes were not allowed to join certain clubs and organizations.
   ___ They sometimes were not promoted to higher jobs, and when people had to be fired, they were the first ones to be fired.
   ___ They sometimes found it difficult to buy homes in certain parts of the city, even if they could afford to do so.
   ___ All of the above were sometimes true.
   ___ Three of the above were sometimes true.

7-9 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

Skill III: Identify the means, forces, or events that tended (or still tend) to end or ameliorate the discriminatory and prejudicial practices of that mulieu, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill III:

1. In Ancient Rome (or in another country in the past you have studied), did anything happen, or did anyone do anything, to lessen the discriminatory practices that were practices against these people?

2. What is happening in Uganda to lessen problems of discrimination (or in England, India, Russia, Canada, etc.)? What suggestions could you make for overcoming problems of discrimination there?

3. What can be done to overcome problems of discrimination and prejudice in America today?

4. In a certain city one group of people made up a small part of the population; which of the following might be ways to end the discrimination in that city against that group of people? (Check one.)

   ____ An educational program could be started for the children in the schools so that they might learn to accept and understand the people.
   ____ The courts in the city could make judgments to protect the rights of the people who were being discriminated against.
   ____ Laws could be passed to make it against the law to discriminate against people.
   ____ TV, radio, and newspaper stories about the people could appear, so that more people could learn to understand and accept them.
   ____ The two groups of people could get into discussion groups and discuss their differences, and gradually they might get to understand and accept each other.
   ____ All of the above might help to end discrimination.

PERFORMANCE OBJECTIVES

LEISURE TIME

Skill I: Given the concept of "increase in leisure time," the student will identify causes and effects of this increase, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill I:

1. You know that the amount of leisure time for most individuals has tended to increase over the past several decades. This increase in leisure time has been caused by a number of factors. The increase has also had a number of results or consequences.

   Following are some possible causal factors and some possible results. Mark the causes with a "C." Mark the effects with an "E." Some may be neither. Leave these blank.

   ____ labor saving appliances for the home
   ____ shorter working hours
   ____ increase in sports activities and various entertainments
   ____ more time available for creative activities
   ____ production rate increase (more things can be produced in shorter periods of time)
   ____ the Korean and Vietnamese wars
   ____ more people to hold jobs
   ____ labor unions
   ____ boredom
   ____ increase in activities in the arts
   ____ more businesses and industries producing leisure time equipment
   ____ increase in crime
   ____ laws that prevent people from working more than a certain number of hours a week
   ____ building costs in the United States keep going up
   ____ fishing has always been a popular sport
   ____ maintenance-free homes
   ____ leisure time has increased in the United States
   ____ generally smaller families than 75 years ago
   ____ more time to pursue personal development and self-fulfillment
   ____ over-weightedness, flabbiness, weakness of backs, etc.

2. Read a book that describes family life in the United States a hundred years ago. For example, one of the Laura Ingalls Wilder books. Did the people in the book have more leisure time we have today? Why? What has been the result of having more leisure time than epople had in the past?

7-9 SOCIAL STUDIES

PERFORMANCE OBJECTIVES

Skill II: Given the consequences of an increase in leisure time, both for individuals and society in general, the student will identify those consequences that are positive and those that tend to be negative, as measured by minimum criteria on an objectives-referenced test.

EXAMPLES AND COMMENTS

Skill II:

1. Below are listed some possible consequences of an increase in leisure time. Which would you consider favorable, and which might be considered unfavorable? Mark two you would consider the most favorable with an "F." Mark two you would consider most unfavorable with a "U." Leave the others unmarked.

   ____ more time to develop personal talents and reach self-fulfillment
   ____ an increase in the crime rate
   ____ an increase in not knowing what to do with one's self
   ____ more people taking part in sports and artistic events
   ____ more people taking part in creative activities
   ____ people have more time to devote to service and volunteer organizations.
   ____ a greater feeling of uselessness among more people
   ____ more time to continue one's education
   ____ people spending most of the day sitting in front of a TV set

2. Make a list of the things you do in your leisure time. Think of as many leisure-time activities as you can that you do. Without showing the list to anyone else, indicate on the list those that you consider positive activities; those you would consider negative ones. Why do you consider them either negative or positive? If you would like, discuss with others.

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